SUPERINTENDENT'S ANNUAL REPORT 1953

ARLINGTON, VIRGINIA

Classrooms for Arlington's Children

Superintendent's Annual Report 1953

Classrooms For Arlington's Children

Arlington County Public Schools, *Office of the Superintendent*
1426 North Quincy Street, Arlington, Virginia

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School Board and Superintendent (left to right) Mr. Warren Cox (1952-55), Superintendent T. Edward Rutter, Mrs. Edmund D. Campbell (1952-55), Dr. Curtis E. Tuthill (1950-53), Dr. E. R. Draheim (1950-53) and Dr. Barnard Joy (1952-55).

School Construction Staff (left to right) Mr. Laurence A. Hodgson, Clerk of the Works; Mr. Richard F. Tonigan, Assistant to Dr. Braun; Mr. J. A. Smith, Jr., Supervisor of Construction; and Dr. E. J. Braun, Assistant Superintendent in Charge of Finance and Construction.

ARLINGTON COUNTY PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
1426 NORTH QUINCY STREET
ARLINGTON 7, VIRGINIA
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TO THE CITIZENS OF ARLINGTON COUNTY:

It is my purpose to report to you in detail each year about some one important area of the Arlington County Public School program. Last year the report emphasized the instructional program and the careful planning necessary to make our investment in our youth a sound investment.

Since the press of increasing enrollments made it imperative that more school buildings be constructed during the year 1952-1953 than at any other time in the history of the Arlington Public Schools, it seems appropriate that this report should present the school construction program with its attendant problems, together with the planning necessary for their solution, and the progress in building that has been made as of June 30, 1953.

In this report you will read that within the past five years Arlington County's school enrollment has increased 68%, while the population of Arlington County during this period has increased only 23%. This will help you to understand the many school housing problems your school system has faced, as well as the continuing need for careful planning.

You will find in this report a great many facts about construction and the planning in entails, and you will find also information about our bonded indebtedness, the growth in our teaching staff, fiscal information, and the basic principles which underlie all of our planning in every area of our program. Further examples of this planned growth which I shall but mention are: an improved salary scale for teachers which has enabled us to continue to attract the better qualified persons in the profession; a school census, which permits more efficient planning on the basis of more accurate data; and improved facilities for special education classes for the handicapped pupils in our county school system.

I only wish that I might report in detail about all of the programs and activities in progress in our schools. But, since that is not possible, I hope that you will visit and know the schools, and learn about the work going on in them.

In addition to housing a school program, Arlington's school buildings are truly community centers, used by churches, the County Recreation Department, youth groups, and civic and fraternal organizations. In Arlington, the schools belong to all citizens.

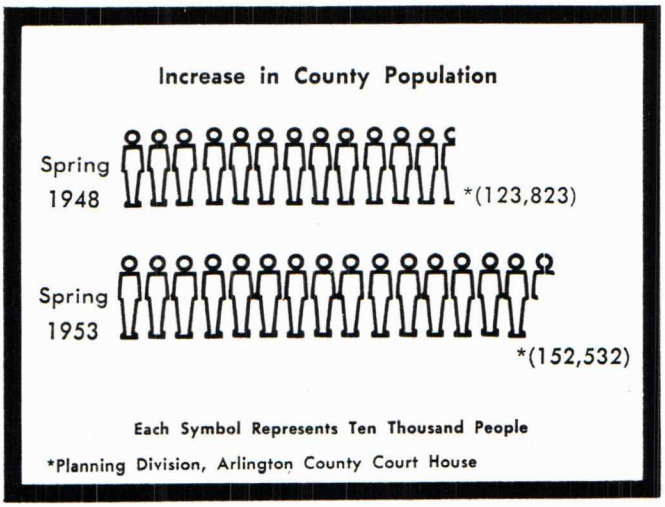
In view of the many uses of our school buildings, we who are concerned with the administration of the schools are making every effort to build economically and efficiently for the present and for the future. Only in this way can we be sure that the schools in Arlington will serve in the most effective way possible all of the people who will use them in the long years of their service.

T. Edward Rutter
Superintendent of Schools

December 1953

How Are Building Needs Determined?

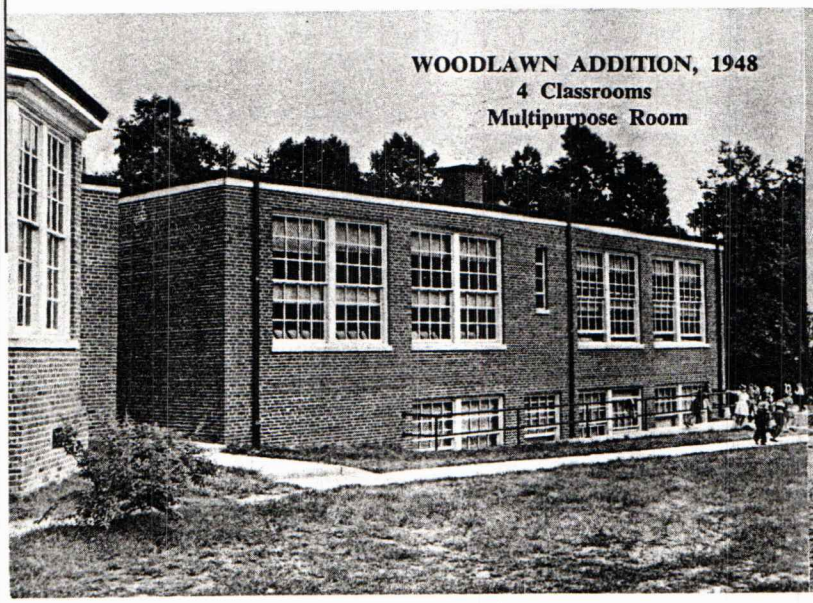
TREES — 1947



Arlington A Growing Community

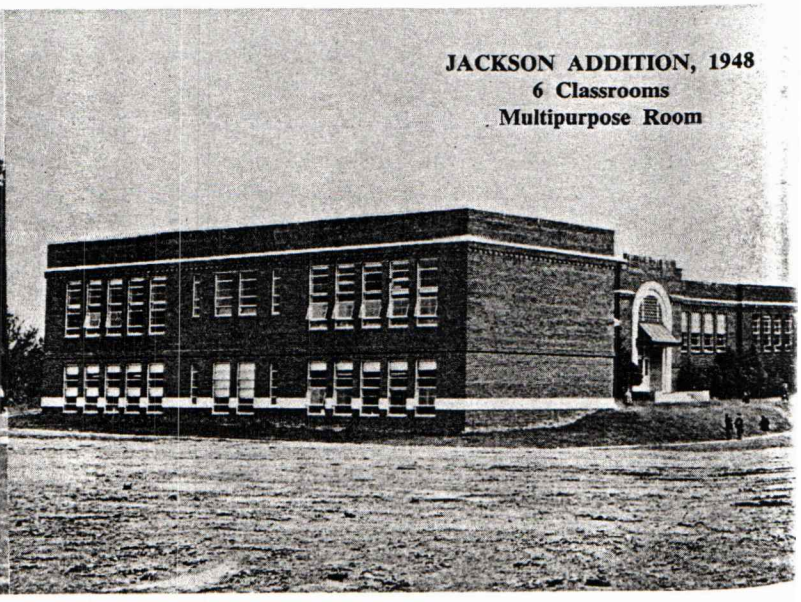
The population of Arlington County has increased 28,709 or 23 per cent in the past five years. This growth has been due not only to the trend in America toward suburban living, but also to the tremendous impact of federal activities upon the communities surrounding our Nation's capitol. The two pictures of McKinley Road shown above illustrate the effect of this growth upon a typical area of Arlington.

ARCHITECT: Norman and Dixon
CONTRACTOR: Lee T. Turner



WOODLAWN ADDITION, 1948
4 Classrooms
Multipurpose Room

ARCHITECT: Norman and Dixon
CONTRACTOR: Lee T. Turner



JACKSON ADDITION, 1948
6 Classrooms
Multipurpose Room

2,902* BUSINESS ESTABLISHMENTS in the Spring of 1948;

4,172* in the Spring of 1953.

That's an Increase of 44%

33,731* DWELLING UNITS in the Spring of 1948;

43,791** in the Spring of 1953.

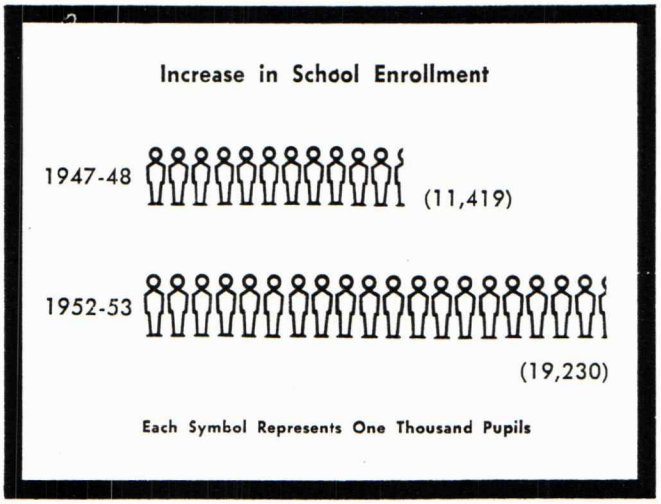
That's an Increase of 30%

* Planning Division, Arlington County Court House
** School Census

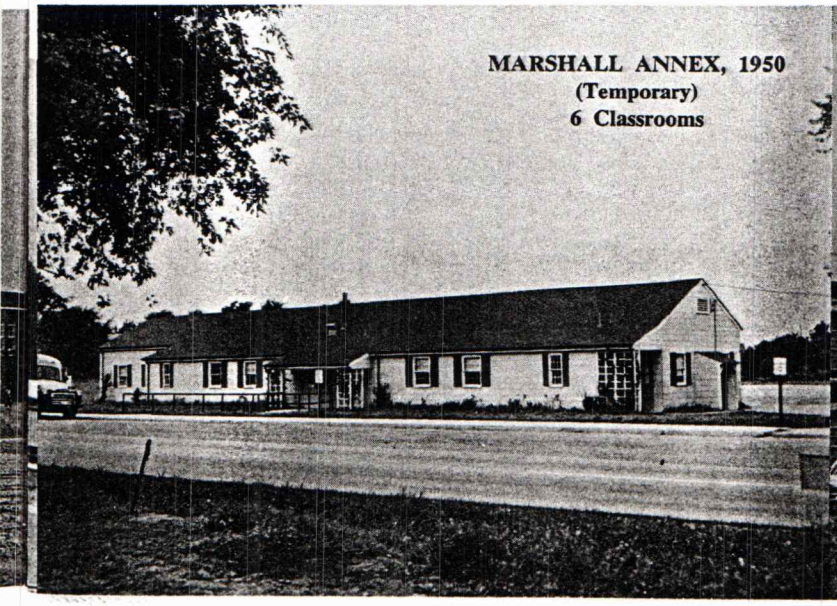
HOMES — 1953

School Enrollments Skyrocket

The increase in population and in the number of homes and apartments has been accompanied by an even greater percentage of increase in the number of business establishments and in the number of children enrolled in school. The number of business establishments has increased 44 per cent in the last five years (2 times the percentage growth in the total population), while the school enrollment has increased 68 per cent (3 times the percentage growth of the total population).

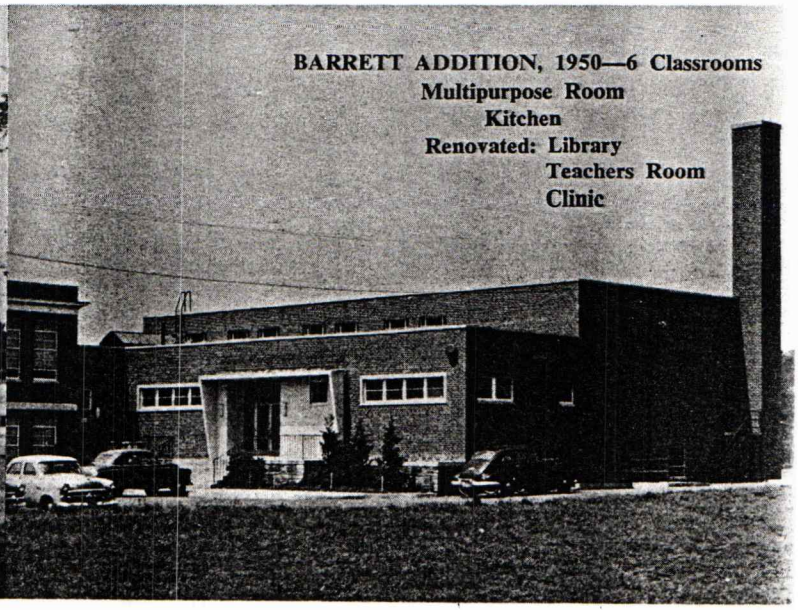


ARCHITECT: John M. Walton and Associates
BUILDING—Federal Government Surplus



MARSHALL ANNEX, 1950
(Temporary)
6 Classrooms

ARCHITECT: John M. Walton and Associates
CONTRACTOR: Sharpe and Hamaker, Inc.



BARRETT ADDITION, 1950—6 Classrooms
Multipurpose Room
Kitchen
Renovated: Library
Teachers Room
Clinic

NEW CLASSROOMS

The efforts to provide classroom space for this expanding pupil population have resulted in the following planned building program: between 1947 and June 30, 1953, 140 new elementary classrooms and 66 new secondary classrooms were built. In accordance with the time schedule established for the construction of new schools and additions to old school buildings, there will be completed for use during the school year 1953-54 an additional 75 elementary classrooms and 52 secondary. It is anticipated that by June 30, 1955, the total number of classrooms in Arlington County will be 412 elementary and 310 secondary in contrast to the total of 314 classrooms, both elementary and secondary, in 1947-48.

A SHIFTING POPULATION

Arlington, located in the metropolitan Washington, D. C. area, has had more than just a growing population; it also has had a very mobile population. This, in addition to the increased birth rates of the 1940's, has complicated further the problems of drawing stable school district lines and of keeping class size and teacher load uniform.

ADEQUATE FORECASTS ESSENTIAL

Anticipated increases in enrollment have been based upon data secured from the 1948 school census and upon other information, such as, the number of building permits and their geographical distribution, and the types of dwelling units built. The accuracy of the estimations made in 1948 can be seen in the opposite table.

CONTINUOUS SCHOOL CENSUS

The school census, which was undertaken during 1952-53 and which has been completed, was planned for the express purpose of forecasting school enrollment. Because of the mobility of the residents of Arlington County, this census is being kept on a continuous basis. The names and addresses of new residents are obtained by the school research department from two sources: (1) the County Water Department provides a list of persons to whom new water permits are issued each month; and (2) owners and managers of apartments in Arlington County provide lists of their new tenants moving into the apartments each month. These names and addresses are checked with the completed census enumeration cards received from the schools. Families moving into Arlington County who do not have a child in school and who, therefore, have not filled out a census enumeration card are contacted by a census enumerator. Completed census enumeration cards are maintained as a continuous record through the use of vital statistics.

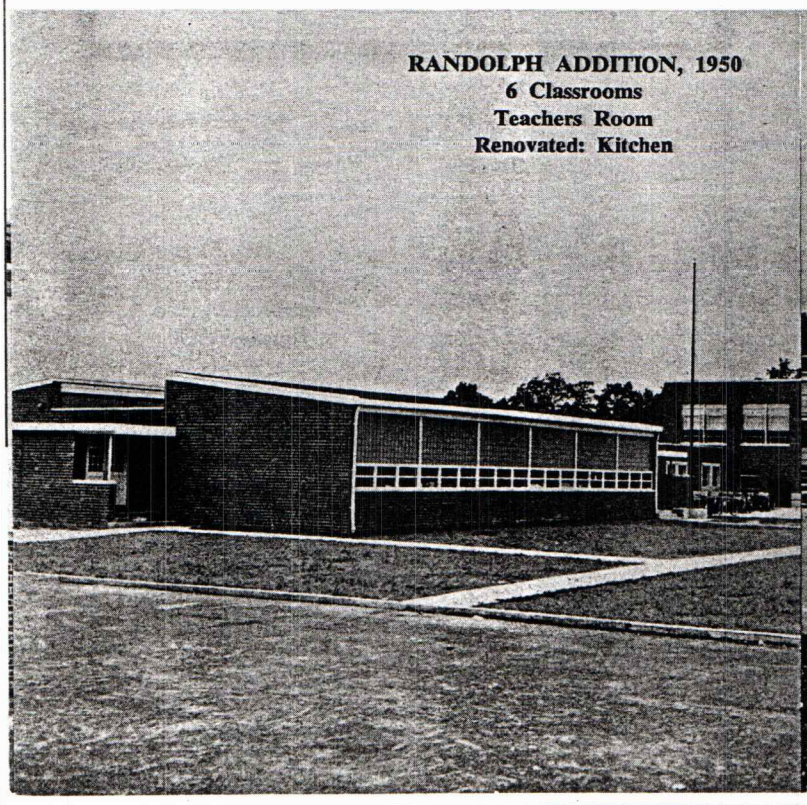
The continuous census enables the schools to observe carefully the changes within school districts and will facilitate both short and long-range planning.

ARCHITECT: McLeod and Ferrara

CONTRACTOR: F. L. Cowles

ARCHITECT: John M. Walton and Associates

CONTRACTOR: E. L. Daniels



RANDOLPH ADDITION, 1950
6 Classrooms
Teachers Room
Renovated: Kitchen

REED ADDITION, 1950
8 Classrooms
Multipurpose Room
Renovated: Library
Teachers Room
Clinic

TABLE I

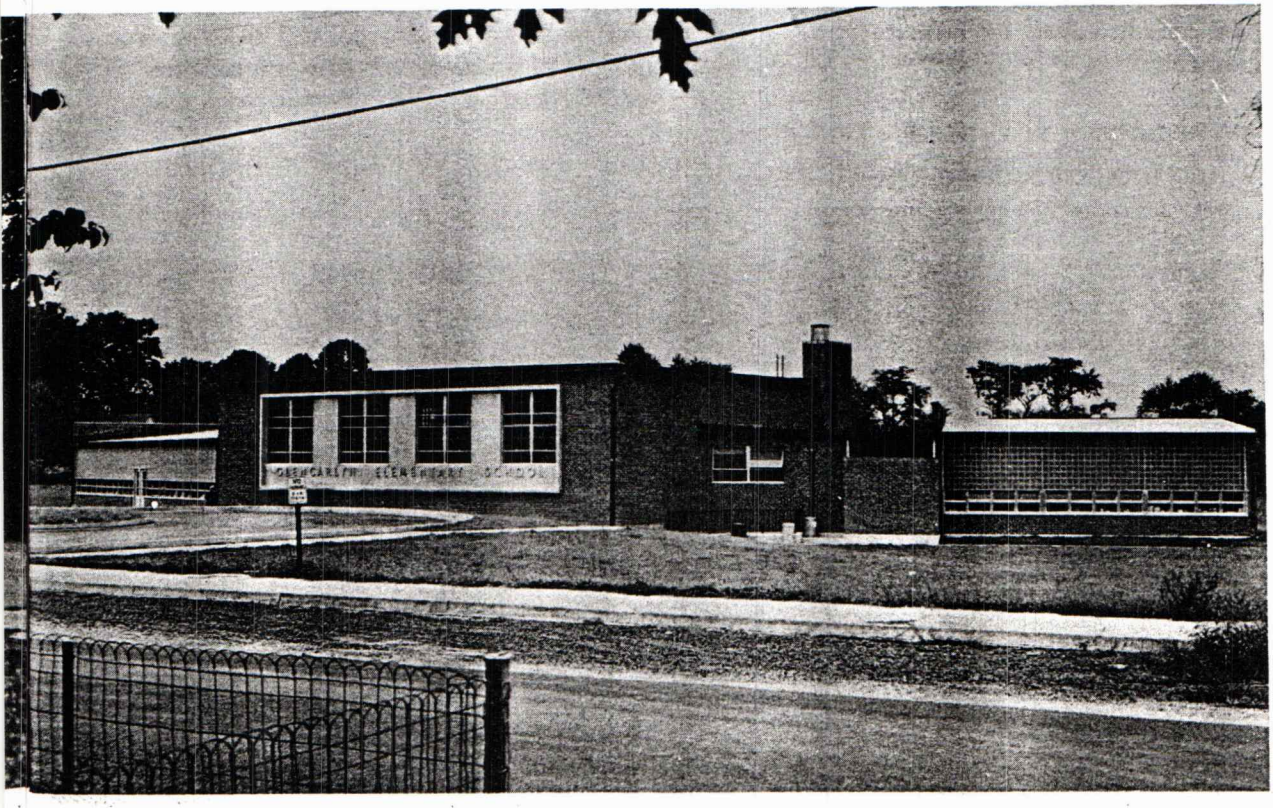
COMPARISION OF ACTUAL MEMBERSHIP WITH ESTIMATED MEMBERSHIP, 1948-49 THROUGH 1952-53

SCHOOL YEAR	ACTUAL MEMBERSHIP*	ESTIMATED MEMBERSHIP	DIFFERENCE	% DIFFERENCE IS OF ACTUAL MEMBERSHIP
		Elementary School		
1948-49	8,840	8,600	−240	−2.7
1949-50	9,320	9,700	+380	+4.1
1950-51	10,501	10,700	+199	+1.9
1951-52	11,464	11,350	−114	−1.0
1952-53	12,610	12,300	−310	−2.5
		Junior High School		
1948-49	2,715	2,670	−45	−1.7
1949-50	3,010	2,980	−30	−1.0
1950-51	3,252	3,260	+ 8	+0.2
1951-52	3,541	3,580	+39	+1.1
1952-53	3,945	3,910	−35	−0.9
		Senior High School		
1948-49	1,925	1,920	− 5	−0.3
1949-50	2,114	2,100	−14	−0.7
1950-51	2,328	2,350	+22	+1.0
1951-52	2,429	2,610	+181	+7.5
1952-53	2,665	2,900	+235	+8.8
		All Schools		
1948-49	13,480	13,190	−290	−2.2
1949-50	14,444	14,780	+336	+2.3
1950-51	16,081	16,310	+229	+1.4
1951-52	17,434	17,540	+106	+0.6
1952-53	19,220	19,110	−110	−0.6

* Average Daily Membership.

ARCHITECT: Ronald S. Senseman

CONTRACTOR: M. Pomponio and Sons, Inc.



GLENCARLYN, 1950
(Designed as the first unit of a future junior high school)
6 Classrooms
Multipurpose Room
Kitchen
Office
Library
Teachers Room
Clinic

Planning Our School Buildings

WHO PLANS?

The School Board of Arlington County and the Division Superintendent are legally responsible for directing the school building program in Arlington. Literally scores of other persons, however, assist in the planning of each new school.

Some of the groups and individuals who help in planning new school buildings and major additions to older schools are:

TEACHERS AND PRINCIPALS

Teachers and principals who will use a new building are among the first people invited to help plan for it. They are asked to evaluate the planned efficiency of the facilities which they will use daily, and to assist later in the selection and location of such things as cabinets, decorating colors, furniture, and other items.

CONSTRUCTION ADVISORY COUNCIL

A Construction Advisory Council was set up by the School Board three years ago. The group includes architects, builders, realtors, building material suppliers, educational building consultants, bankers, and other business men of the community. Council members have been ready at all times to give the schools the benefit of their experience and training.

INSTRUCTIONAL STAFF MEMBERS

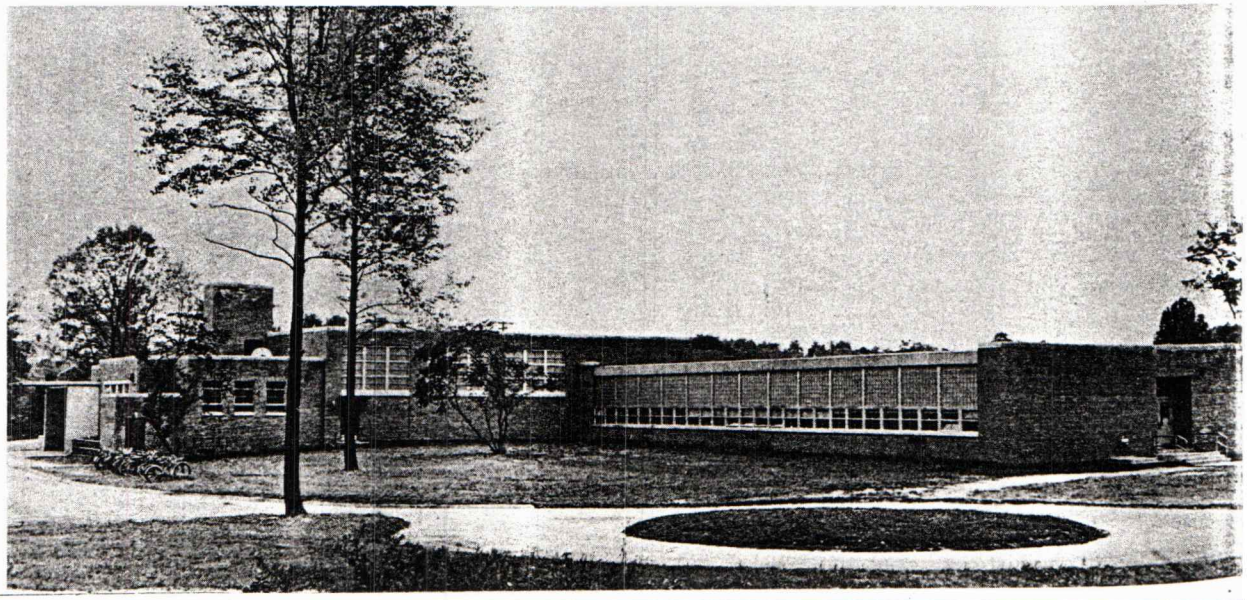
Supervisors employed by the Arlington Schools in such fields as home economics, libraries, school lunches, physical education and vocational training are specialists in these areas. When a new school is being planned, they are consulted about the facilities for these areas of instruction.

PARENTS

When a new school is to be built, or an old one remodeled, members of Parent-Teacher Associations and School Advisory Committees are brought in for consultation. The group pictured above is an example of how parents have donated their services in helping to plan schools for Arlington children.

ARCHITECT: Rhees Burket

CONTRACTOR: Allen C. Minnix and Sons



YORKTOWN, 1950
(Designed as the first unit of a future senior high school)
9 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic

SCHOOL RESEARCH DEPARTMENT

Long before a school is built, the school research department has estimated the number of new classrooms which will be needed for pupils in the section of the county concerned during the years ahead. This figure is determined by a careful check of home and apartment buildings in a given area as well as knowledge concerning the available land for home building. The continuous school census is valuable in the determination of school building needs.

SCHOOL ENGINEERS

Engineers are employed in the school construction department to meet a State regulation requiring regular on-the-job inspection of all school construction projects in order that materials and workmanship meet architects' specifications. The engineers assist in planning new schools by reviewing mechanical improvements recommended by the architect's staff.

CUSTODIAL STAFF

Custodial and maintenance employees are consulted regarding storage closets, cleaning and other matters affecting the efficiency, economy and safety in all new buildings.

STATE DEPARTMENT OF EDUCATION

After the blueprints for a school building are drawn, both the preliminary plans and the final plans must be approved by the Department of Education of the Commonwealth of Virginia. The official designated to examine the plans is the State Supervisor of School Buildings. He must approve each school plan before construction can start, in order to insure conformity with the State Code. Frequently, time and effort are saved by consultation with the State Supervisor during the planning process.

ARLINGTON COUNTY BOARD

The Planning Division of Arlington County gives valuable assistance to the School Board in planning school buildings and sites. Frequently schools are located adjacent to county playgrounds and school facilities are used by the County Recreation Department. Consultation with the County Planning Division helps to insure conformity with county building codes and zoning regulations.

ARCHITECT: Allen J. Dickey and John Graham

CONTRACTOR: Allen C. Minnix and Sons

OAKRIDGE, 1950
10 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic

MINIMUM STANDARDS ESTABLISED

Plans for all school buildings must be approved by the State Superintendent of Public Instruction. (Code of Virginia, Section 22-152). In order to receive such approval, all building plans must meet the minimum standards established by the General Assembly of the Commonwealth of Virginia and by the State Board of Education. Minimum standards required by the State include the following major areas:

Fire safety regulations
Entrances, exits, corridors
Classroom lighting
Room darkening equipment
Sanitary facilities
Classroom bookcases and closets
Classroom width
Ceiling height
Wardrobes and lockers
Ventilating and heating
Doors and lockers
Electrical work
Library
Office space
Laboratories
Auditoriums
Art facilities
Acoustical treatment

The details of these requirements are given in *Virginia School Laws,* Virginia State Board of Education, 1950, pages 269-283. Obviously, planning must begin with the requirements of the Commonwealth of Virginia.

PLANNING FOR ECONOMY

With an ever increasing need for classroom space and with limited funds for construction purposes, it is most important to plan specifically to reduce cost wherever possible.

Arlington public schools today are built much more simply than were those constructed in Arlington during years past. They are far more simple and more economical than are many of the schools being built now in numerous communities throughout the United States. Examples of these sound economies are:

(1) Foundation walls are built of masonry such as monolithic concrete, brick or concrete block rather than the more costly re-inforced concrete.

(2) Cinder block is left exposed on interior walls, rather than being covered with expensive plaster. The cinder block painted in attractive colors makes handsome interior walls and, in some measure, serves as an acoustical treatment.

(3) Wherever possible, building lines are kept straight, and buildings are designed to fit the land contour. Because of the topography of Arlington County, standard building plans are not feasible for economical use on widely varied and different sites.

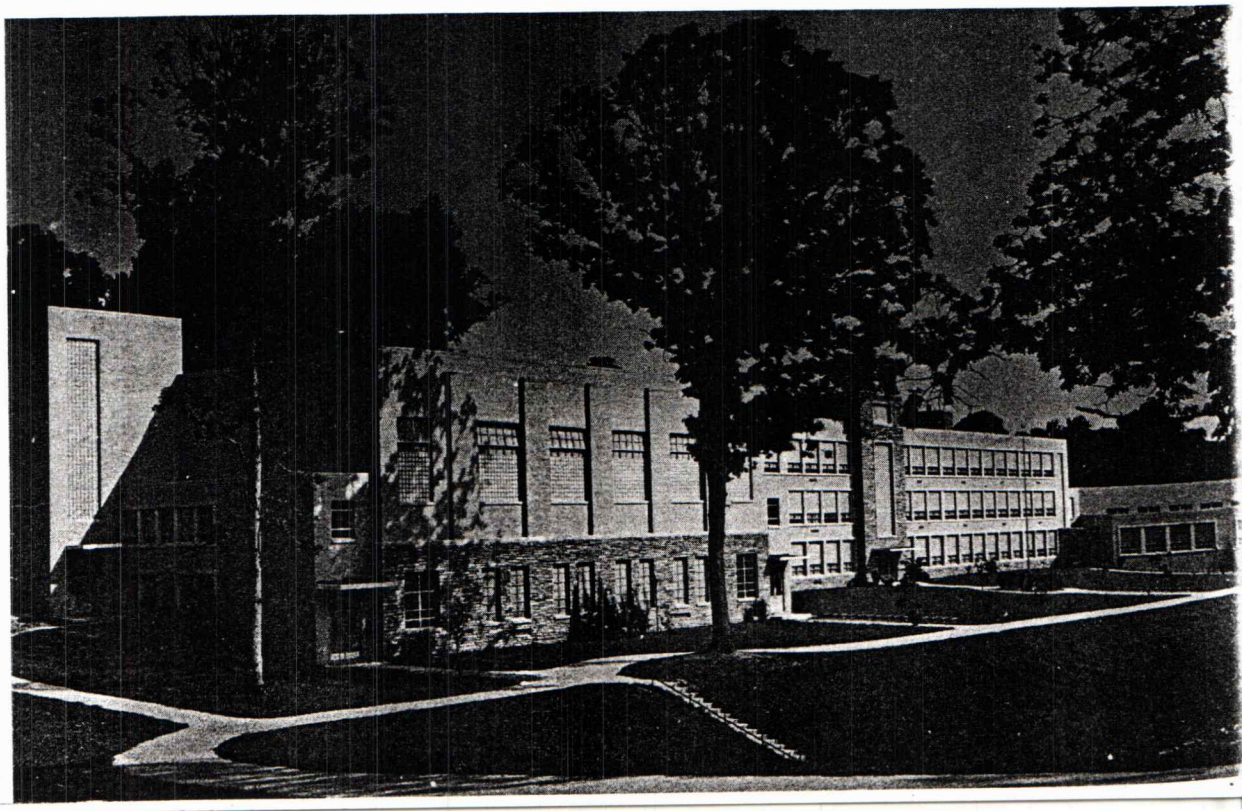
(4) Asphalt tile is placed directly over the concrete slab for classroom flooring.

(5) No cupolas or other useless decorations are put on buildings. This decreases both initial cost and the cost of maintenance.

ARCHITECT: Rhees Burket

CONTRACTOR: Wise Construction Company

STRATFORD JUNIOR HIGH
1950
33 Classrooms
Gymnasium
Shops
Library
Auditorium
Cafeteria
Kitchen
Offices
Teachers Room
Clinic



(6) Fewer and larger pieces of material are used wherever possible, such as, cinder block instead of brick.

(7) "Modular coordination" is used, which means that stock length materials are ordered to fit into the places where they are to be used. Repetitive material units often are used.

(8) Multipurpose rooms are provided in elementary schools instead of separate cafeterias, gymnasiums and auditoriums.

(9) Cost of maintenance and operation as well as original cost is considered in planning economical school construction. The following items tend to reduce these costs.

(a) Terrazzo flooring in corridors reduces the cost of cleaning and eliminates the need for frequent repairs.

(b) Glazed tile and base are used in corridors and grease-proof tile is used in kitchens, multipurpose rooms, and science rooms. Ceramic tile and wainscoat are used in toilets. The use of these materials facilitates cleaning and maintenance and improves hygienic conditions in these areas.

(c) Fluorescent lighting consumes fewer watts of electricity than incandescent lighting, thus lowering the cost of operation.

(d) Acoustical ceilings not only improve classroom acoustics but also reduce the need for interior painting.

(e) Aluminum window frames eliminate need for painting.

(f) Windows of standard sizes reduce glass replacement costs.

PLANNING FOR SAFETY

Arlington schools comply with all requirements of State and local building codes to make the structures as safe as possible. In compliance with such codes, our new schools have:

Fireproof stairwells; fire alarm systems and fire extinguishers; ventilating equipment to provide three complete changes of air each hour in every classroom and six complete air changes per hour in multipurpose rooms.

Recessed hall equipment such as fire extinguishers; drinking fountains and display cases reduce accident hazards for children.

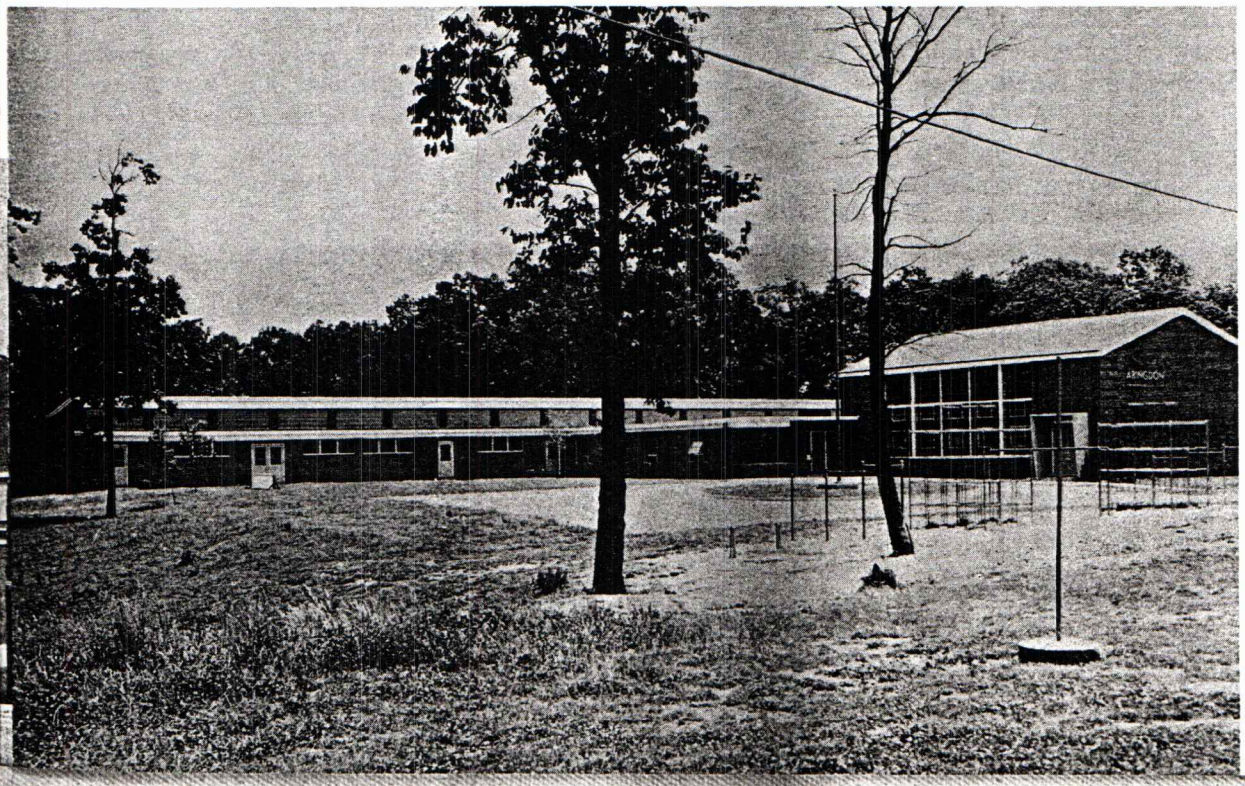
PLANNING FOR USE

Proper planning procedures result in school buildings adapted to the learning activities which are currently provided for the children in Arlington, and, insofar as possible, anticipate future curriculum developments.

As has been shown in the preceding pages, Arlington visualizes the school building as a contribution to the wholesome growth of boys and girls. The following pages will illustrate in greater detail some of the specific features considered in planning for instruction.

ARCHITECT: McLeod and Ferrara

CONTRACTOR: M. Pomponio and Sons, Inc.



ABINGDON, 1950
10 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic

CLASSROOMS

Classrooms receive a major share of attention in planning a school building. It is here that most of the learning experiences occur. Among the pertinent questions which arise in planning a classroom are: What age children will use the room? How much floor space will be needed? How much lighting and of what type and quality? Where will outer clothing be stored? The answers to these questions and numerous others determine the kind of classrooms that are built.

Newer elementary school classrooms are larger than the old ones because pupils today engage in a greater number and a greater variety of activities in the classroom than did pupils of a generation ago.

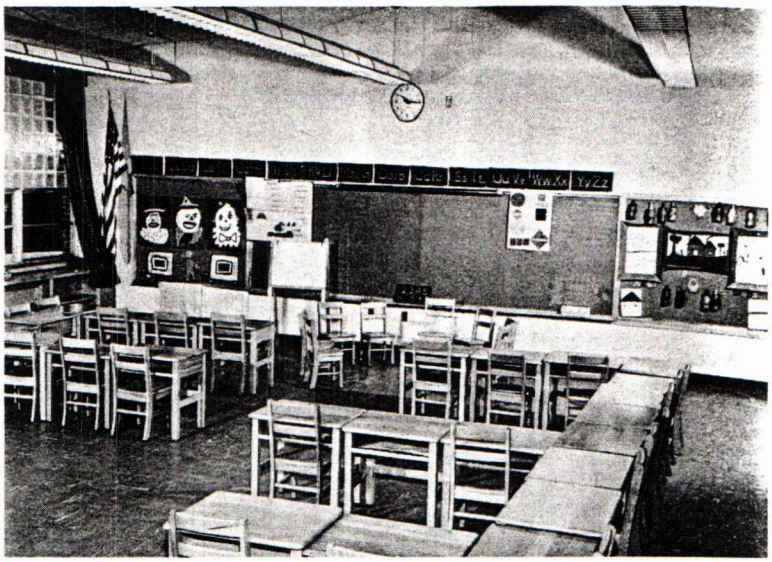
Classrooms now are designed to provide space for the following types of experiences:

Formal Individual Study—Each pupil needs a chair and a table or a desk. Here he practices arithmetic and writing skills, composes letters, reads, studies history, geography, and numerous other individual tasks.

Formal Group Study—While one group of pupils is in the corner of the room having a flash card word drill with the teacher another group is quietly checking each other in mastery of addition, and still another group may be busy preparing a unit on the United States post office. Space must be provided for such formal group work.

Informal Individual Work—Children must be given an opportunity to perform individual tasks which strengthen their skills in areas where additional help is needed. Each child must be able to pursue tasks which develop his individual capabilities. When this is done some children will need to practice multiplication, some will need to paint, and still others will require different experiences.

Informal Group Work—When children engage in such group activities as dramatics, research, and crafts, each child may be performing a different task. Each group requires a sufficient amount of clear space.



Personal Hygiene—In planning our classrooms consideration is given to the physical needs of children while they are living and working at school. Provision must be made either in the classroom or nearby to meet the personal hygiene needs of each child. It is well, particularly with the very young children, to plan such facilities so that the teacher may supervise their use.

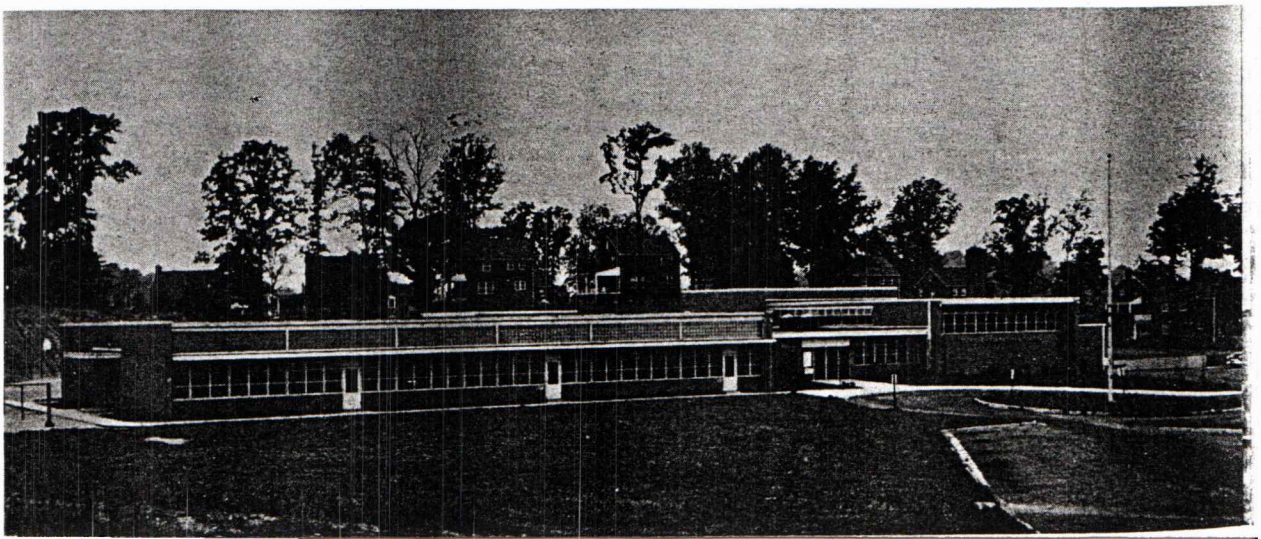
FURNITURE AND EQUIPMENT

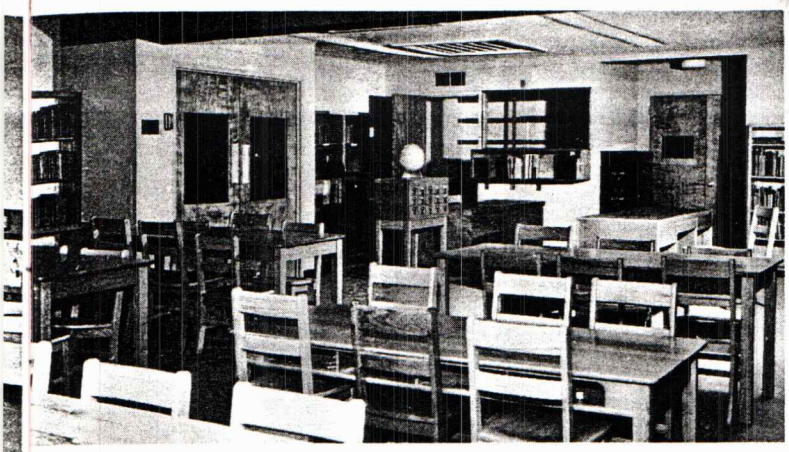
Getting the Right Equipment—Equipment purchases must be planned in terms of usage by the students and teachers. For this reason, careful consideration is given to the selection and purchase of the thousands of desks, chairs, and other items of furniture required to equip new school buildings.

The School Purchasing Department coordinates the planning for school equipment. Following consultation with persons who use the equipment, plans are crystalized into definite specifications. These specifications for equipment are then advertised publicly for bids. Contracts for equipment purchases then are awarded to the firm submitting the lowest bids in accordance with the specifications.

ARCHITECT: McLeod and Ferrara
CONTRACTOR: E. L. Daniels

McKINLEY, 1951
14 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic





LIBRARY

In planning library facilities the Arlington County Schools are guided by the regulations of the Virginia State Board of Education, which read as follows: "Elementary schools with seven or more teachers and not exceeding 300 pupils shall have a library room to seat the largest class at 25 square feet per pupil. Elementary schools with over 300 pupils should have in addition: workrooms, conference room and small space for storage and preview of audio-visual materials. The workroom shall be provided with running water and ample shelving . . .

"Each school building used for high school purposes shall have a library room which will seat not less than 15 per cent of the enrollment up to and including 500 pupils at 25 square feet per pupil. The library room in a high school having an enrollment of more than 500 pupils shall seat 75 pupils plus 10 per cent of the enrollment in excess of 500 pupils at 25 square feet per pupil. In addition all high school libraries shall have: workroom, conference room, and small space for storage and preview of audio-visual materials."

CLINIC

Health is a primary aim of the home, of the school and of all other agencies concerned with child welfare. The school has the dual function of safeguarding each child's health and of furthering his development of wholesome health habits. The clinic is designed as the health center in each school. It provides space for health appraisals, for the treatment of minor injuries, and for the isolation of children who are ill.

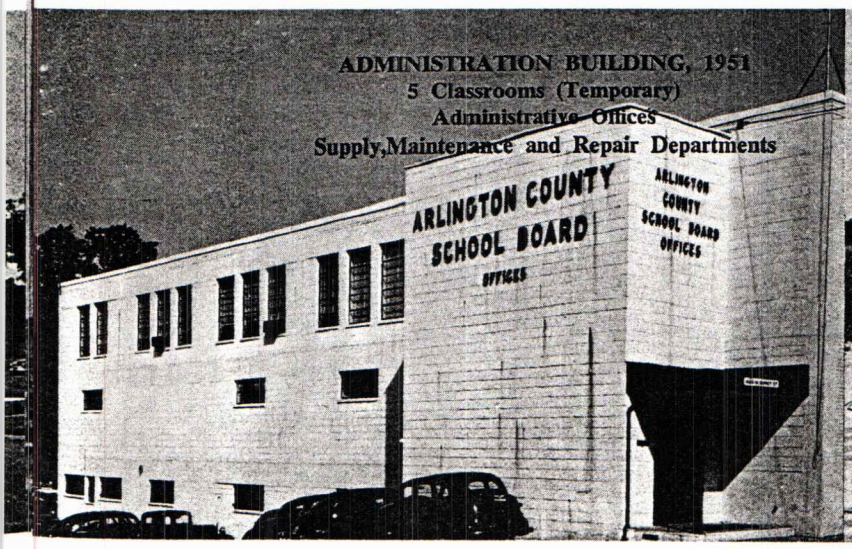
TEACHERS' ROOM

A small room exclusively for the use of teachers is provided in each of the new schools. This room has multiple uses, serving as a place for lunch, for teachers' meetings, for grading papers, quiet conferences, and schedule planning.

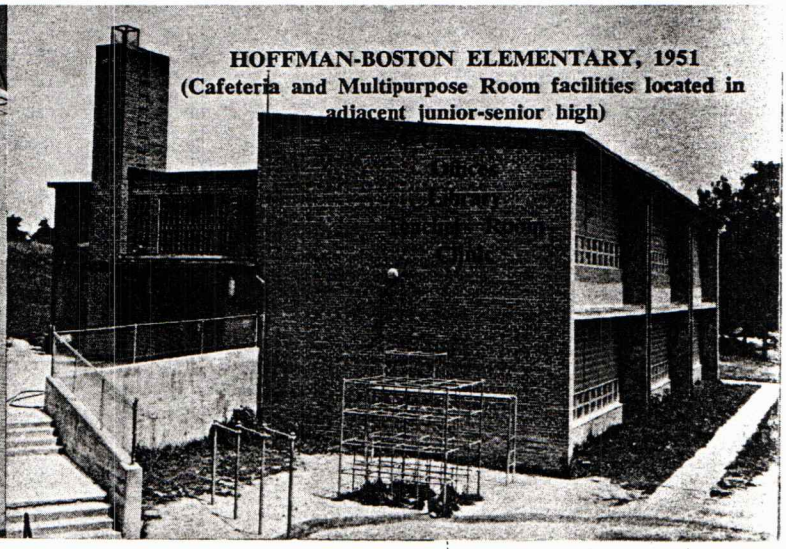
ARCHITECT: Ronald S. Senseman

CONTRACTOR: Spradlin Construction Company

PURCHASED and REMODELED



ADMINISTRATION BUILDING, 1951
5 Classrooms (Temporary)
Administrative Offices
Supply, Maintenance and Repair Departments



HOFFMAN-BOSTON ELEMENTARY, 1951
(Cafeteria and Multipurpose Room facilities located in adjacent junior-senior high)

ARE WE NEGLECTING OUR OLDER SCHOOL BUILDINGS?

Planning for our older school buildings has not been neglected. Within the past five years the following building program for older school buildings has been planned and carried forward:

(1) Major additions and renovation work in thirteen school buildings. This is a part of the pictorial description of construction at the bottom of each page of this bulletin.

(2) Replacement of all incandescent classroom lighting fixtures with indirect fluorescent lighting.

(3) Replacement of all stationary desks and chairs with movable furniture.

(4) Installation of electrical outlets in over 150 older classrooms.

(5) Installation of room darkening equipment in two-fifths of the older classrooms in each building to facilitate the use of audio-visual materials in the classroom.

(6) Replacement and enlargement, where needed, of heating plants and the reconversion of hand-fired burners.

(7) Installation of additional plumbing facilities and correction of low water pressure.

(8) Exterior and interior painting program in accordance with a scheduled plan.

(9) Renovation of flooring and replacement with asphalt tile.

(10) Installation of built-in storage units, which were constructed in school maintenance and vocational wood shops.

ONE-STORY ELEMENTARY SCHOOL BUILDINGS

It is generally true in Arlington that two-story homes are less expensive per cubic foot than are one story homes. However, a different set of building codes applies to public buildings in Arlington so that many of the economies in home construction cannot be applied to schools. For example, in two-story schools the steel roof supports must have concrete built around them. Two-story buildings require heavier foundations to support them.

Alternate bids on new school projects in Arlington have shown that the cost varies little between one and two story buildings, although evidence seems to indicate that one story construction is slightly cheaper. In addition to the cost factor, there are some important educational advantages in one-story schools.

ADVANTAGES IN ONE-STORY SCHOOLS:

(1) Framing can be lighter and less expensive.

(2) State regulations regarding fireproofing can be met with considerably less cost in a one-story building than in a multi-story building.

(3) Children can vacate buildings more easily and safely in case of fire or accident.

(4) Neither extra space nor additional cost are required for stairways.

(5) More ground level entrances result in less congestion and fewer accidents.

(6) Special rooms can be more usefully arranged.

(7) Rooms are easier to arrange for community use without opening and heating the entire building, resulting in additional economies.

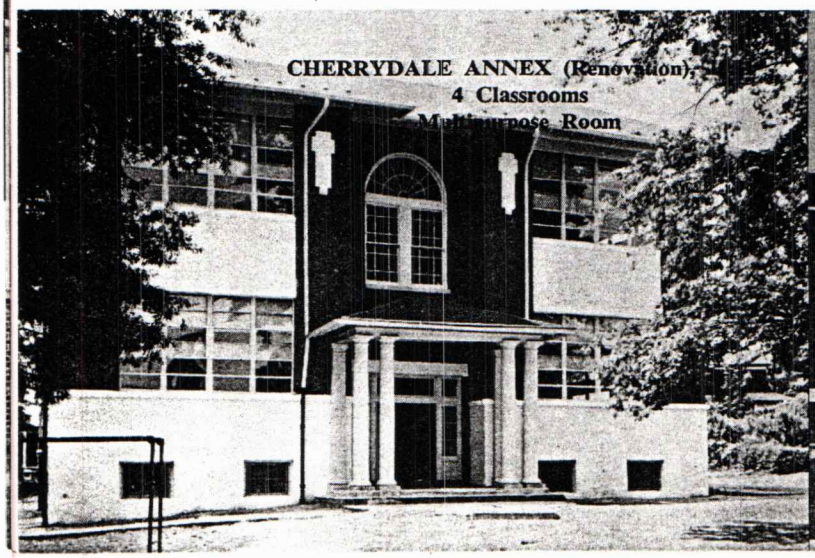
(8) More daylight and better natural ventilation is possible with windows on both sides of the classroom.

(9) The exterior of the building is easier to maintain and repair because long ladders or scaffolds are not required.

(10) Materials, equipment, and supplies are more easily shifted among classrooms when they do not have to be carried up and down stairs.

(11) Future extensions or additions to the buildings can be provided more easily and less expensively.

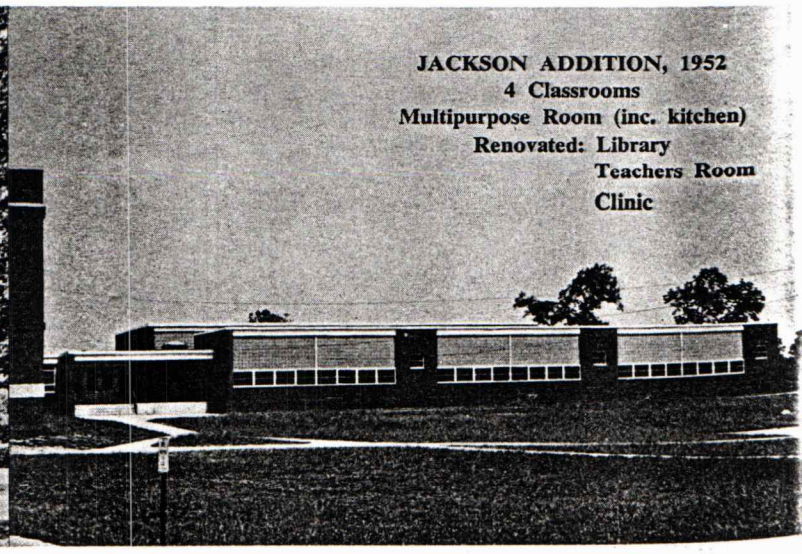
ARCHITECT: Allen J. Dickey



CHERRYDALE ANNEX (Renovation),
4 Classrooms
Multipurpose Room

ARCHITECT: McLeod and Ferrara

CONTRACTOR: Eastern Construction Company



JACKSON ADDITION, 1952
4 Classrooms
Multipurpose Room (inc. kitchen)
Renovated: Library
Teachers Room
Clinic

How Construction Is Financed

The current school construction program in Arlington County is being financed with funds from County, State and Federal sources.

BOND ISSUES

Since 1947 Arlington citizens have authorized, by referendum, the issuance of $19,681,000 in school bonds. The following table shows the date of each referendum, the amount authorized, the date bonds were sold, the amount sold and the interest rates obtained:

STATE FUNDS

From State sources, funds have been allocated to Arlington for the school years 1949-50 through 1953-54 in accordance with Sections 22-145.1 to 22-146.11 of the 1950 Code of Virginia. The allocations by years and the funds received are listed in Table III, page 16.

FEDERAL FUNDS

Funds for two school projects authorized under Federal Public Law 815 and the amount received to date are listed in Table IV, Page 16.

TOTAL FUNDS

A recapitulation of the total construction funds authorized or allocated for school construction, from local, State and Federal sources—the total amount being $23,767,540.32 as listed in Table V, Page 16. Of this amount $14,710,040.32 has been received as of June 30, 1953.

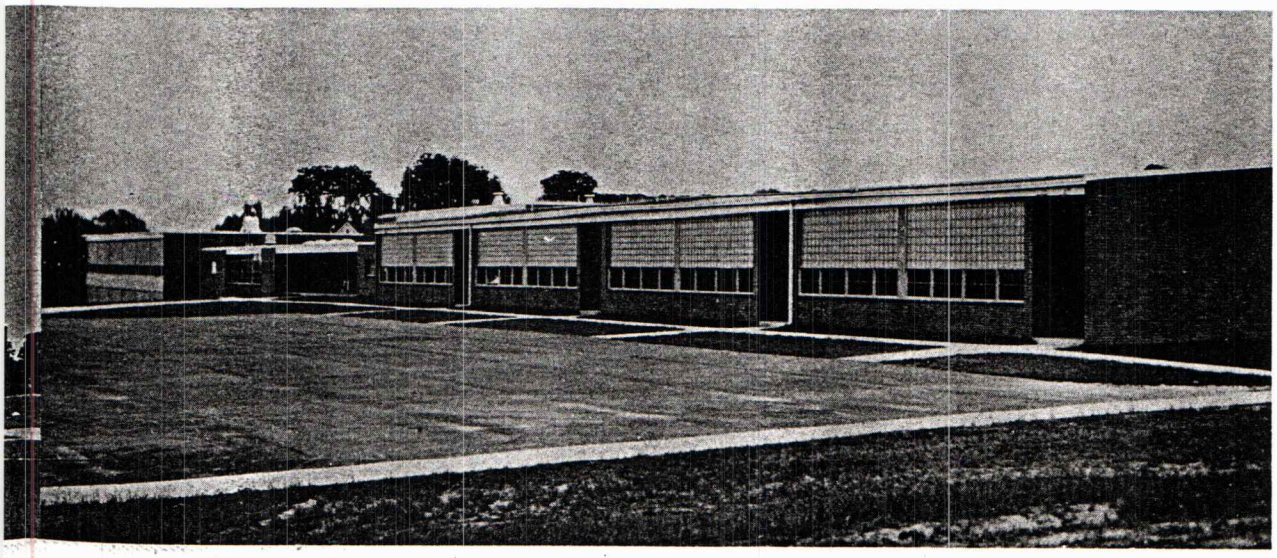
TABLE II

BOND ISSUES				
DATE APPROVED BY VOTERS	AMOUNT AUTHORIZED	BOND SALES		INTEREST RATES
		DATE	AMOUNT	
May 27, 1947	$ 1,776,000	Oct. 14, 1948	$ 1,776,000	2.50%
Nov. 2, 1948	4,750,000	Dec. 7, 1949 July 13, 1950	2,500,000 2,250,000	(5%) (1.5%) (1.75%) (2.25%) (2%)
April 17, 1951	4,875,000	August 8, 1951 July 15, 1950	2,375,000 2,500,000	2.10%
May 27, 1952	8,280,000	July 10, 1952	3,500,000	2.35%
		Unsold	4,780,000*	
TOTALS	$19,681,000		$19,681,000	

* It is anticipated that this sum will be offered for sale in the Fall or Winter of 1953.

ARCHITECT: McLeod and Ferrara

CONTRACTOR: Eastern Construction Company



NOTTINGHAM, 1952
20 Classrooms
Multipurpose room
Kitchen
Offices
Library
Teachers Room
Clinic

TABLE III

STATE FUNDS			
YEAR	AMOUNT ALLOCATED	AMOUNT RECEIVED	SCHOOL
1950-51	$ 645,410.09	$ 645,410.09	Wash-Lee Add.
1951-52	359,747.63	359,747.63	Jamestown
1952-53	373,830.64	373,830.64	Taylor
1953-54	396,551.96	188,348.60	Jamestown
		208,203.36	Taylor
TOTALS	$1,775,540.32	$1,775,540.32	

TABLE IV

FEDERAL FUNDS		
SCHOOL	AMOUNT AUTHORIZED	AMOUNT RECEIVED TO DATE
Tuckahoe	$ 581,000.00	$ 360,500.00
Williamsburg	1,730,000.00	173,000.00
TOTALS	$2,311,000.00	$ 533,500.00

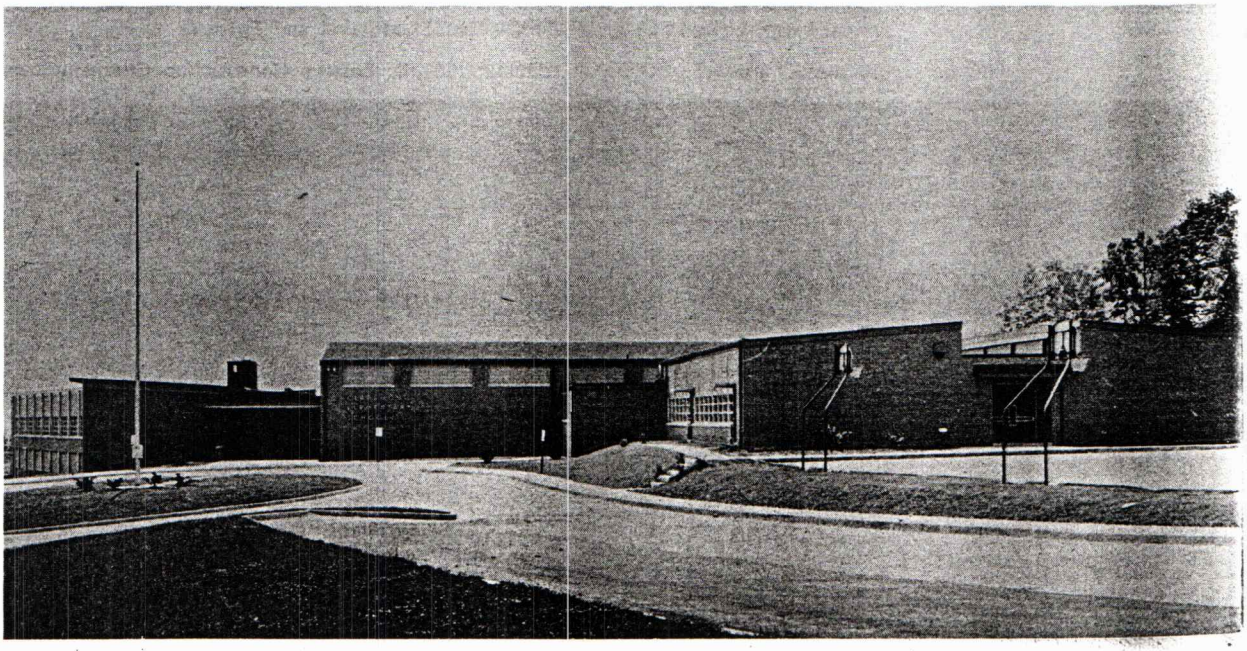
TABLE V

CONSTRUCTION FUNDS		
	FUNDS AUTHORIZED OR ALLOCATED	AMOUNTS RECEIVED TO DATE
Local	$19,681,000.00	$12,401,000.00
State	1,775,540.32	1,775,540.32
Federal	2,311,000.00	533,500.00
TOTALS	$23,767,540.32	$14,710,040.32

ARCHITECT: Allen J. Dickey

CONTRACTOR: Allen C. Minnix and Sons

CLAREMONT, 1952
16 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic



Blueprint To Building

It takes time to construct a school building that is durable, economical, and functional. In Arlington County the usual time required to plan and complete an elementary school building is 21 months. Approximately 30 months are required for a secondary school.

ACQUISITION OF SITES

New school buildings in Arlington are located as near as possible to the center of the present and probable future school population to be served. The policy is to build elementary schools in so far as feasible within walking distance of the greatest possible number of pupils. Other factors considered in the selection of sites are:

1. Availability of adequate acreage to meet State site requirements.

2. Utilization of arterial highways as school district boundaries in order to reduce traffic hazards in so far as possible.

3. Freedom from disturbing noises.

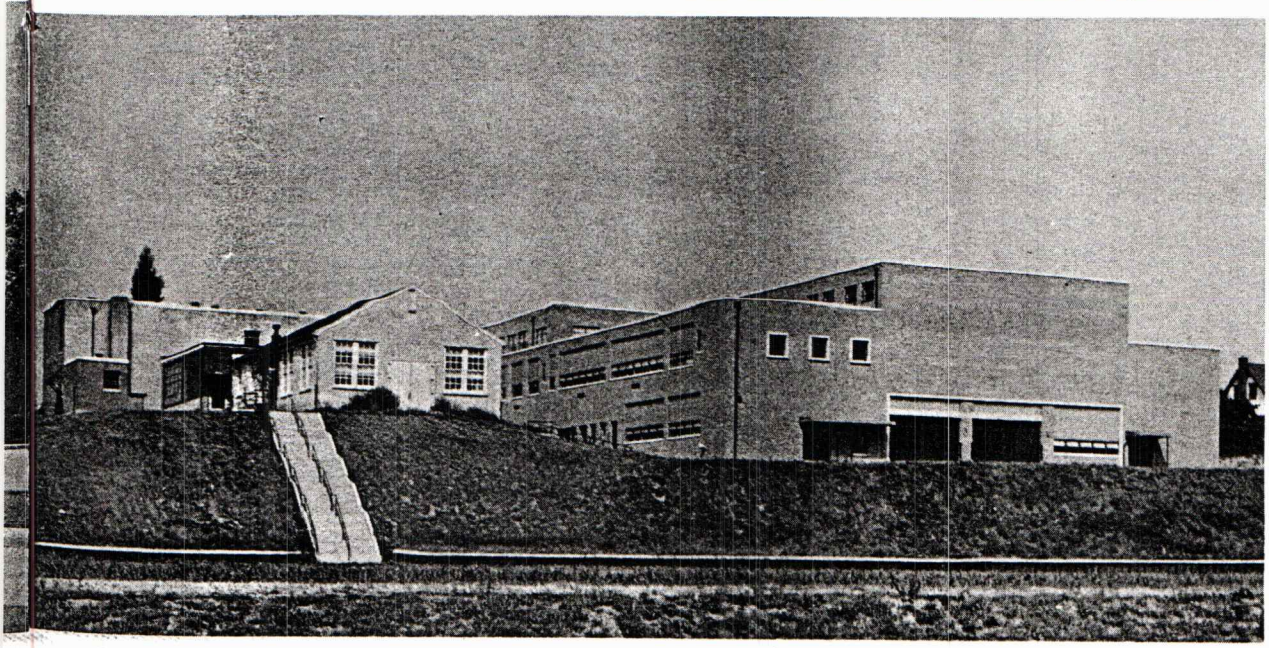
In securing adequate sites is it important to anticipate the demand, and to purchase sites before all available land has been developed. Local builders have cooperated in supplying information regarding future building projects. Such cooperation has been invaluable in helping to secure adequate school sites, and has resulted in substantial savings to Arlington taxpayers.

SITE SIZE PRESCRIBED BY LAW

The size of sites is prescribed by the Virginia State Board of Education. The following excerpt from Regulations of State Board of Education, "Minimum Requirements and Standards for School Buildings" IV, B5 is pertinent: "In no case shall the site consist of less than five acres plus one acre for each one hundred pupils of anticipated ultimate enrollment for elementary schools, and ten acres plus one acre for each one hundred pupils of anticipated ultimate enrollment for high schools. In lieu of providing the amount of space specifically for playground areas as required above equally satisfactory play areas reasonably accessible to the school building will be acceptable."

ARCHITECT: John M. Walton and Associates

CONTRACTOR: Schriber Contracting Corporation



HOFFMAN-BOSTON JUNIOR SENIOR ADDITION, 1952
6 Classrooms
Gymnasium (inc. locker rooms)
Shops
Cafeteria & Kitchen
Offices
Teachers Room
Clinic
Renovated: Library
Auditorium
(2 Temporary Classrooms—1951)

GRADING

A site development plan is prepared for each school building site. Such plans indicate the grading necessary and the grade levels of the various sections of the site. An attempt is made to balance cut and fill in order to avoid the necessity of hauling dirt to or from the site. Grade levels are established to take advantage of all contours without waste of space or unnecessary construction costs.

Because of the irregular terrain, the cost of grading is somewhat greater in Arlington than in many other communities. Separate grading contracts are awarded to the lowest responsible bidder.

HOW BUILDING CONTRACTS ARE AWARDED

All new buildings and major additions to old buildings are constructed under a contractural agreement with a builder. When the plans and specifications have been completed and approved, the policy of the School Board of Arlington County is to advertise for bids and to award the contract to the lowest responsible bidder.

During the past five years school building contracts have been awarded to nineteen different general contractors. In no case has it been necessary to refuse a low bid due to the irresponsibility of the bidder.

When a contractor accepts a building project, he assumes full responsibility for completing the building according to the plans and specifications which form a part of the contract. Supervisory service is performed by the architect and by the school department engineers to insure that construction conforms with the plans and specifications.

FOUNDATIONS

The precaution of taking test borings to ascertain the quality of soil for foundations is observed in Arlington County when necessary.

Foundation walls are of masonry, such as monolithic concrete, brick or concrete block. Careful planning by the School Board has resulted in firm foundations for all new Arlington school buildings.

FRAMEWORK

Arlington school buildings are designed with skeletal type construction. Skeletal type construction means that the load of the building is carried on a steel or reinforced concrete skeleton or framework. Advantages in this type of construction are:

(1) More rapid construction progress with consequent savings in cost, and

(2) Greater flexibility in planning the interior of the building as compared with one having load bearing walls.

Civil defense authorities consider skeletal type buildings safer in the event of bombing attacks than buildings with load bearing wall construction.

ROOFS

The Arlington Schools now build a roof bonded for twenty years as the result of roof design and installation in accordance with reliable manufacturers' specifications.

FLOORING

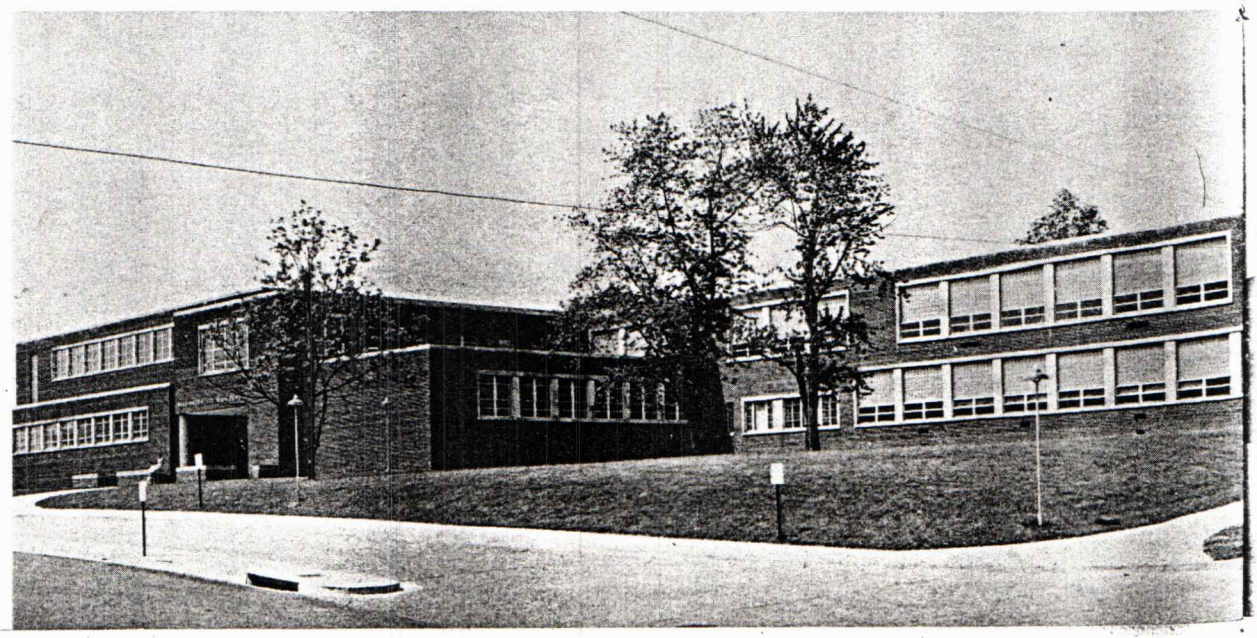
The predominant flooring material in Arlington classrooms is asphalt tile. This material is economical both in cleaning and in maintenance costs.

Corridor floors are of terrazzo with imbedded non-slip particles in the mixture.

ARCHITECT: Rhees Burket

CONTRACTOR: E. L. Daniels

WASHINGTON-LEE SENIOR HIGH ADDITION, 1952
20 Classrooms
Gymnasium
Offices
Little Theater
Renovated:
Music Rooms
Auditorium (1953)
Cafeteria Addition (1950)



MECHANICAL AND SERVICE FACILITIES

Heating and Ventilating Systems

The Virginia State Board of Education has established definite standards for school heating and ventilating systems. The State Board requires that:

(a) All school buildings shall be provided with a system of ventilation whereby fresh air is introduced and vitiated air is expelled, thus providing for a minimum of three air changes per hour.

(b) All school buildings containing six classrooms or more shall be provided with a central heating system which shall be designed to heat the building by one or a combination of the following methods:

1. Direct steam and forced hot water radiation.
2. Unit ventilators.
3. Steam coils over which air is driven, thence through ducts to the various classrooms and spaces.
4. Panel type radiant heat.

In Arlington County Schools panel type radiant heat is usually used in primary classrooms. Controlled tempered air is the standard method of heating the other rooms of the schools.

Communication Equipment

Arlington Schools are equipped with a minimum of communication facilities. New schools have the following: Telephone, program clock, fire alarm system and roughed-in conduit for any future communications needs.

None of the Arlington schools have elaborate public address systems.

Plumbing and Sanitary Facilities

Plumbing and sanitary facilities in Arlington County Schools are in strict compliance with local building codes and with the State requirements for school buildings.

Toilet Rooms

Toilet facilities are located conveniently for pupils and in accordance with economical construction plans.

The ratio of water closet fixtures to pupils is as follows (Regulations of State Board of Education, "Minimum Requirements and Standards for School Buildings," XIV):

	Elem Schools One fixture for	Sec. Schools One fixture for
Girls	35 pupils	45 students
Boys	50 pupils	60 students

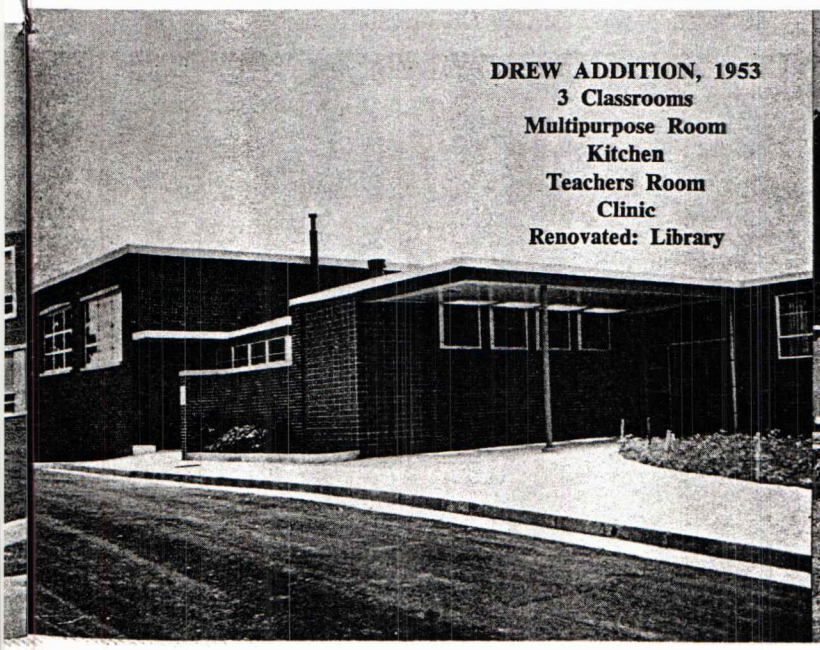
Floor type urinals are provided in the ratio of one for every thirty boys in elementary schools and one for every thirty-five boys in secondary schools.

Drinking Fountains

Drinking fountains are provided at the ratio of one for every one hundred pupils. The fountains are of appropriate height for the pupils who will use them.

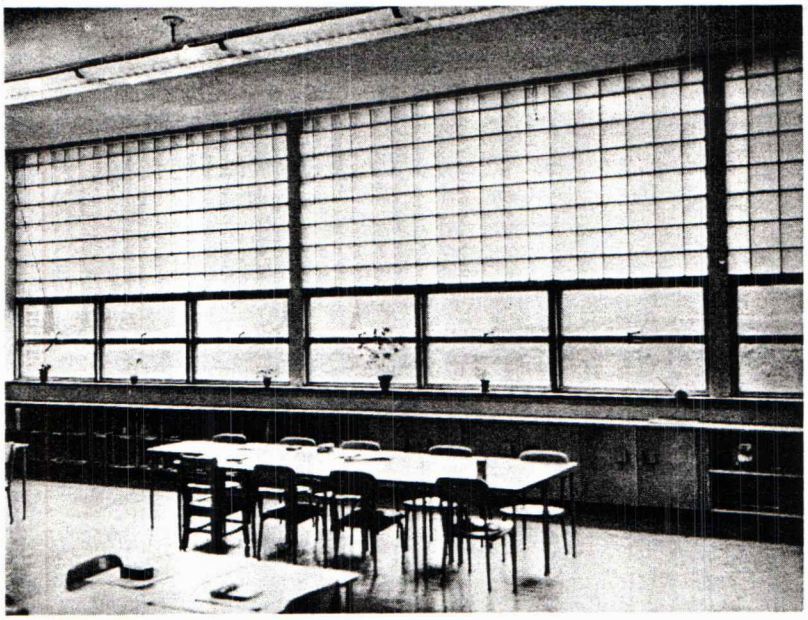
ARCHITECT: Graham and Lans

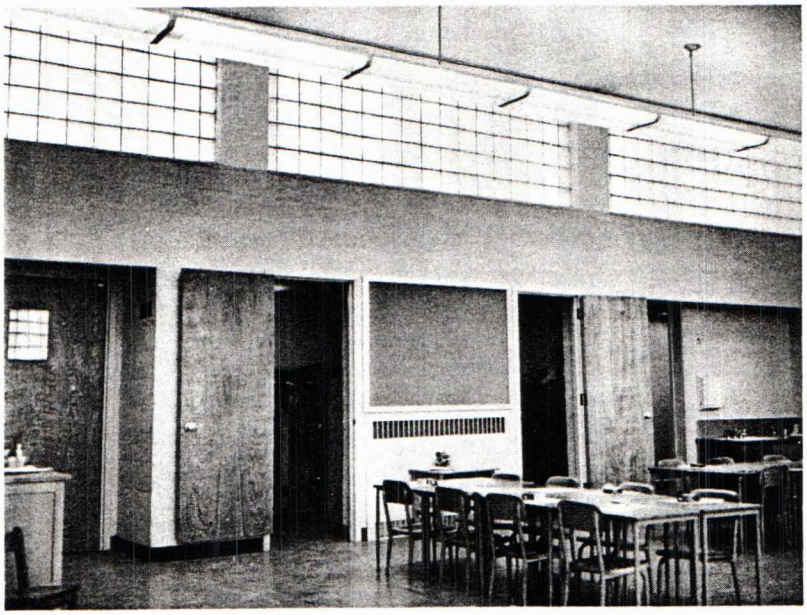
CONTRACTOR: Schriber Contracting Corp.



ARCHITECT: James J. Baldwin

CONTRACTOR: Schriber Contracting Corp.





LIGHTING

Good lighting is essential to healthful working and learning conditions for children. For this reason special attention is given to the quality and quantity of light provided in each of our classrooms. The quality of light has been improved by attention to the brightness—balance. Factors determining the quality of light are (a) the location of the light source and its intensity and (b) the environment or surroundings of the light, including color, brightness, and reflection factors of ceiling, walls, floor and furniture.

The color of the surrounding area affects both the quality and quantity of light. For this reason the lighter colors are selected for most surfaces. Non-glossy finishes are used on walls, floors and furniture to eliminate glare and reflections.

The following minimum quantity of light is provided in new and remodeled buildings:

Classroom	30 ft. candles
Multipurpose rooms	20 ft. candles
Corridors, washrooms, reception rooms	10 ft. candles
Storerooms	5 ft. candles

Maximum Use of Natural Light

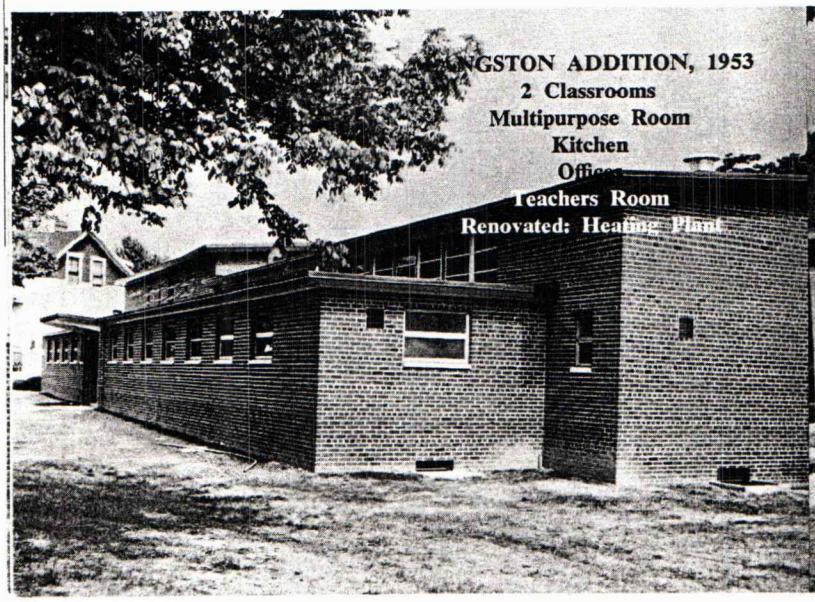
Arlington school buildings are designed to receive a maximum amount of daylight. This is accomplished by having light come into classrooms from two sides and through the use of directional glass block (see pictorial illustrations).

Artificial Light

Artificial light is furnished by fluorescent lamps. Installation costs are somewhat greater for fluorescent fixtures than for incandescent fixtures, but fluorescent lamps offer the advantage of producing more than twice the amount of light for the same amount of electrical current, thereby reducing operating costs.

ARCHITECT: Hugh Johnson and Associates

CONTRACTOR: Wayne Construction Co.

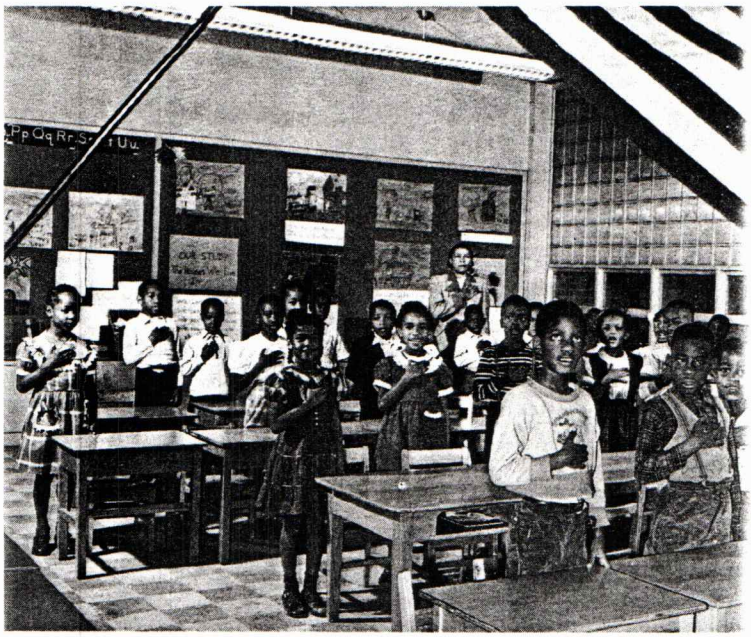


ARCHITECT: John M. Walton & Associates

CONTRACTOR: Gunnell Construction Company

Your Investment
Your Dividend

Before—Church Basement



After—New Classroom

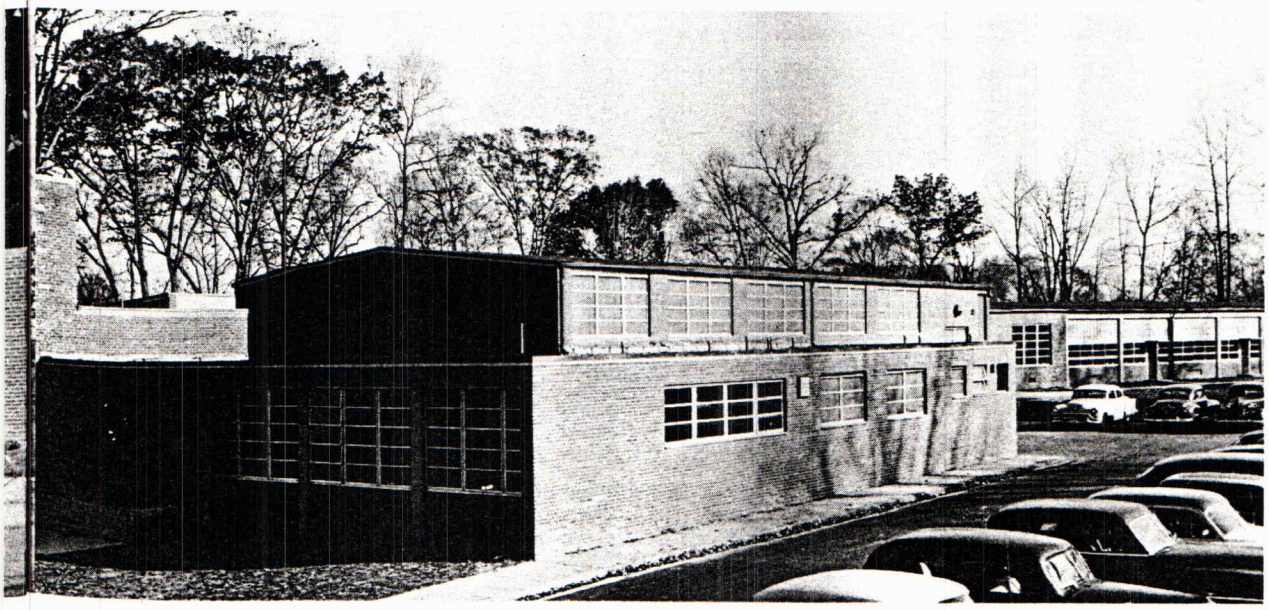
In previous sections of this bulletin you have seen something of the type of facilities that are being constructed to house the school age children in Arlington County. Along the bottom of each page of this bulletin appears a pictorial history of the additional facilities provided for Arlington children. You know what the cost of such facilities has been. You know that the children are housed in safer, more comfortable quarters. Does a better school program result from better classrooms? Are multipurpose rooms a good investment? These and similar questions will be answered on this and the following pages.

LARGER PRIMARY CLASSROOMS

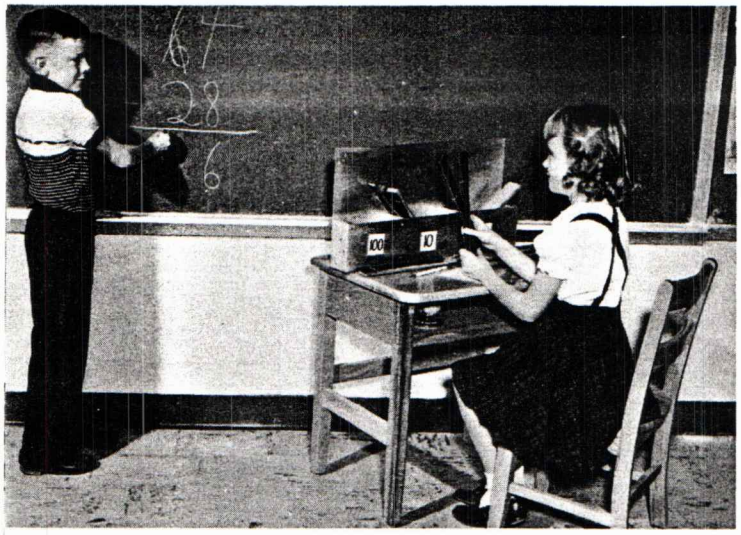
When a new classroom is compared with an older or an improved one, it becomes evident that size is an important difference. Additional classroom space permits the teaching of the many basic skills which children need to become informed and active American citizens. Skills are developed best through meaningful activities. Consequently, space is required for the various activities which children need to experience.

ARCHITECT: Joseph H. Saunders

CONTRACTOR: Schriber Contracting Corp.



PAGE, 1953
21 Classrooms
Multipurpose Room
Kitchen
Offices
Teachers Room
Library
Clinic



Number activities help young children to develop an understanding of complex number concepts. A primary child learns to understand ones, tens, and hundreds as a foundation for borrowing and carrying in addition and subtraction.

First year pupils are learning to read. In addition to a well qualified teacher, these children have ample space, books, charts, display stands, a chalk board, good lighting, and comfortable tables and chairs.

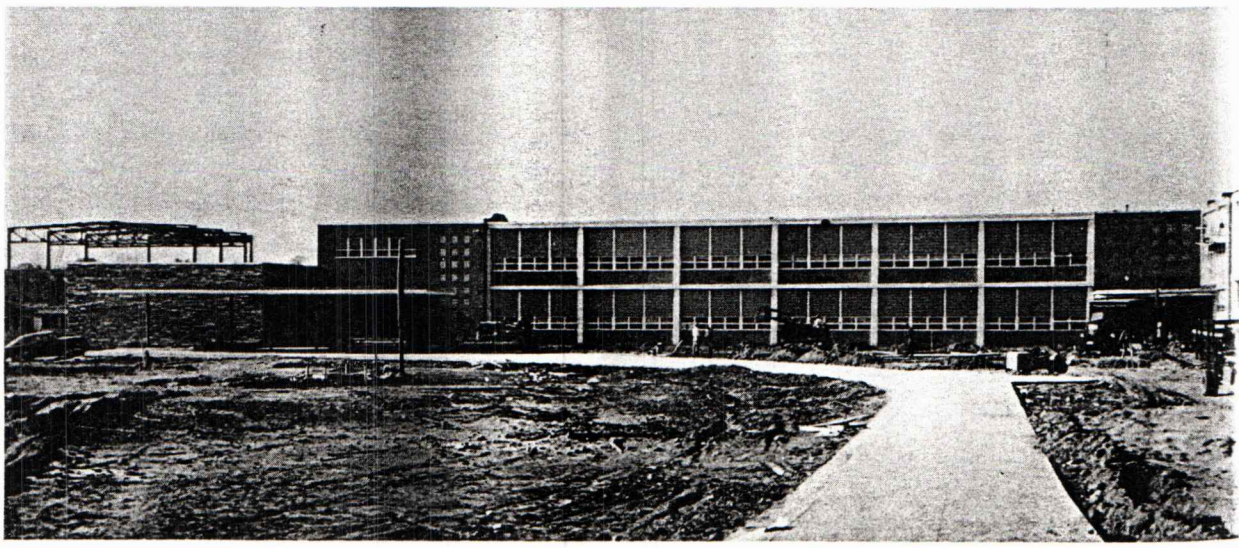
A toilet, sink, and drinking fountain within the classroom for first year pupils save time and prevent interruption in the work program. The provision of such facilities enables the teacher to supervise more closely good health habits at school.

When a reading skill has been learned, it is important that it be strengthened through frequent exercises. Elementary pupils exercise their recently acquired reading skills in the library corner of the classroom. Books are brought from the central library and placed in the classroom so that the children find them conveniently available.

ARCHITECT: Rhees Burket

CONTRACTOR: J. D. Hedin Construction Company

WAKEFIELD HIGH
(1st Unit), 1953
52 Classrooms
Girls Gymnasium
Shops (Industrial Arts)
Library
Cafeteria
Kitchen
Offices
Teachers Room
Clinic



ELEMENTARY MULTIPURPOSE ROOM

An important function of the multipurpose room is to provide a sanitary eating place for children whether they bring their lunch from home or buy it at school.

Although Arlington multipurpose rooms are not of sufficient size to serve as a meeting place for the entire student body, they are useful for assembly purposes and usually will seat at least one-half of the school enrollment.

The third major use of the multipurpose room is as a playroom. Supervised play activities help to build healthy minds and bodies and to develop the feeling of working together as a group.

SECONDARY SCHOOL FACILITIES

Classrooms

Planning a secondary school involves more than simply providing a sufficient number of classrooms. A good instructional program requires that the classrooms be large enough to provide ample work space. Bulletin boards and chalk boards are constantly used. There must be files and other storage space for books, magazines, maps, charts, globes, and other teaching materials. Outlets must be provided so that projectors for both sound film and film strips, opaque projection, tape recorders, and record players can be used. Darkening facilities for classrooms are necessary if these instructional materials are to be utilized.

Classrooms for Special Purposes

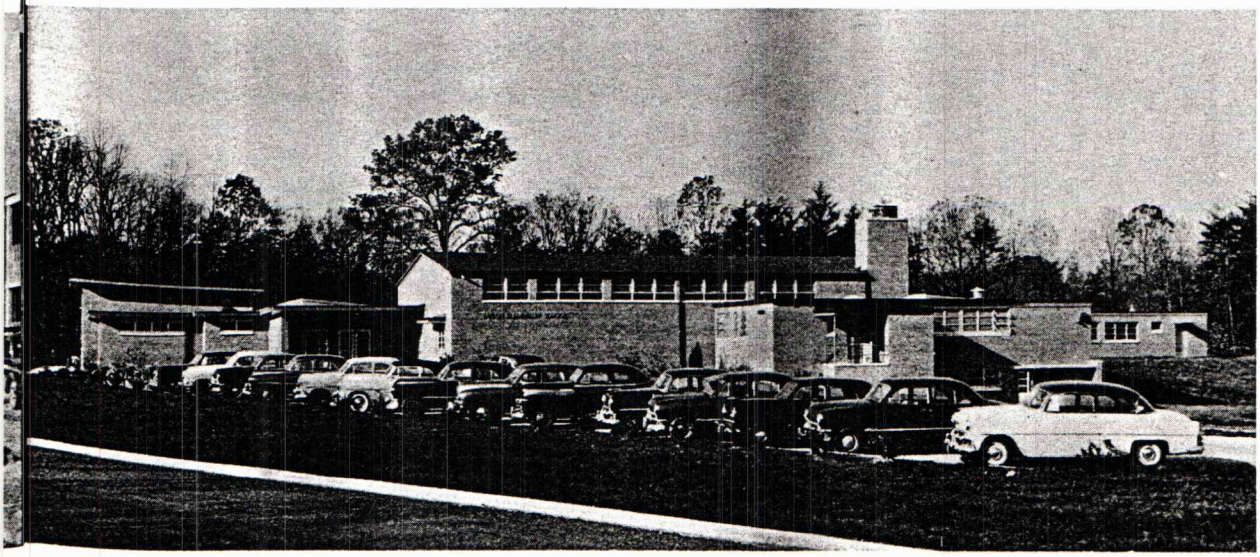
Although the above provisions must be made in general classrooms, there are other rooms which must contain more specialized types of equipment such as tools and machines for industrial and vocational education; shelving, files, and circulation desk for the library; suitable desks and equipment for general science, biology, chemistry, and physics; dishes, refrigerators, irons, stoves, sewing machines, washing machines, and cooking utensils for home economics; running water, display space, a kiln, easels, and additional storage space for art materials; typewriters and other office machines for commercial education; rooms treated acoustically for music, with storage space for instruments.

Special Services

Provision must be made for such services as counseling, clinic, and speech and hearing therapy.

ARCHITECT: Allen J. Dickey

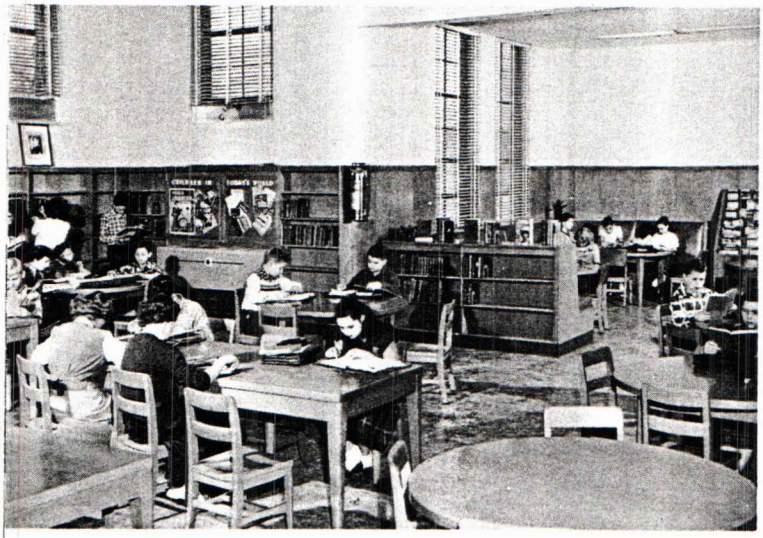
CONTRACTOR: E. L. Daniels



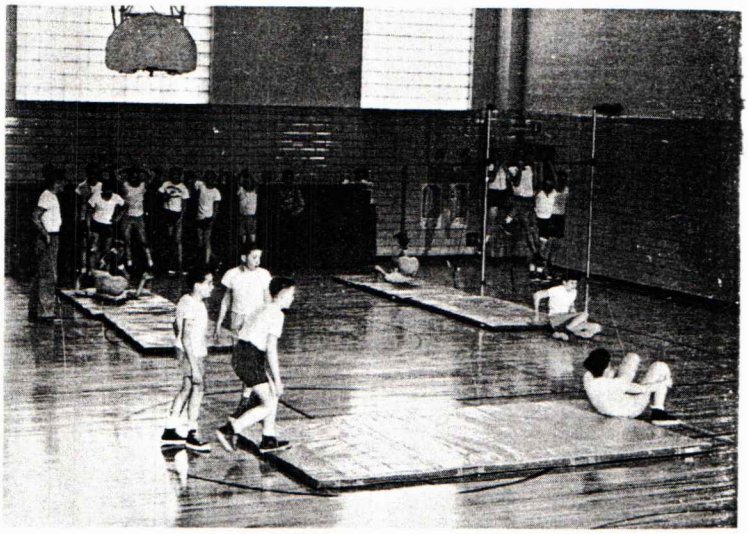
TAYLOR, 1953
14 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic

The pupils in this English-Social Studies class are studying Asia. In connection with this study, they read stories interpreting life in Asia, learn geography, study government, customs, and arts and crafts; study includes oral work, written composition, and English grammar.

Students in the Arlington schools may elect to study homemaking. This involves working on topics such as budgeting of funds, consumer buying, textiles and fabrics, menu planning, clothing maintenance and construction, personal grooming, personality improvement, and etiquette.



One of the many important skills taught in the Arlington schools is the ability to use the library. Students learn to locate information through the use of the card catalog, to use varied sources of materials, to evaluate sources, and to organize materials. The library is truly the heart of a school.

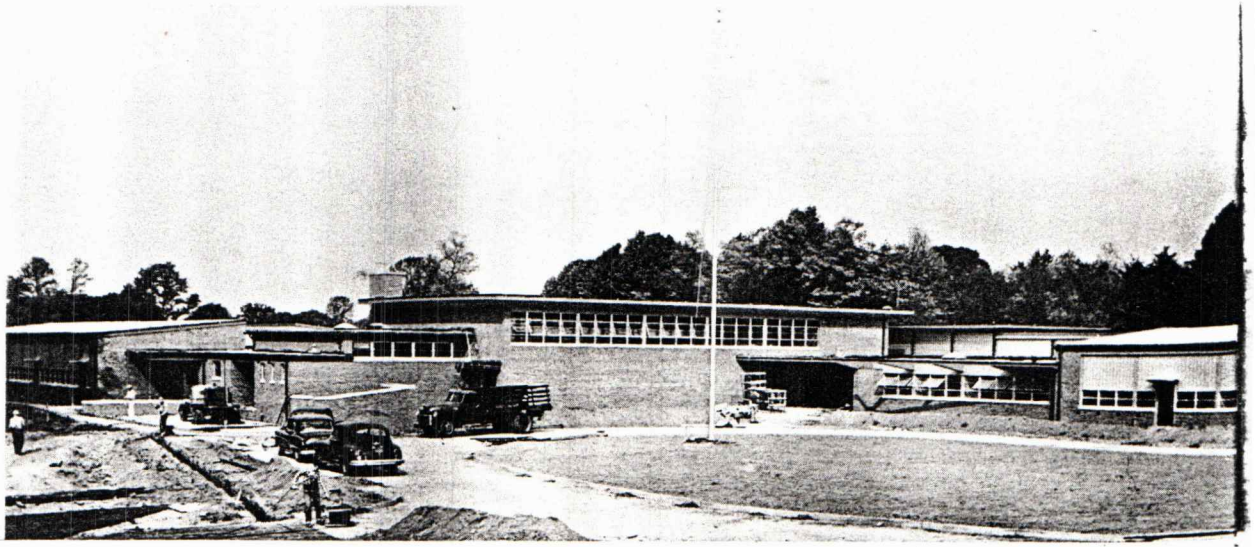


Regulations of the Virginia State Board of Education require that every secondary school student shall study physical education or health daily. A well rounded physical education program includes such activities as touch football, softball, basketball, volley ball, badminton, shuffle board, golf, tennis, horse shoes, archery, soccer, and hockey.

ARCHITECT: Allen J. Dickey

CONTRACTOR: E. L. Daniels

JAMESTOWN, 1953
14 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic



COMMUNITY USE

Arlington County has a limited number of public buildings for general community use. For this reason the public schools have been centers for community activities.

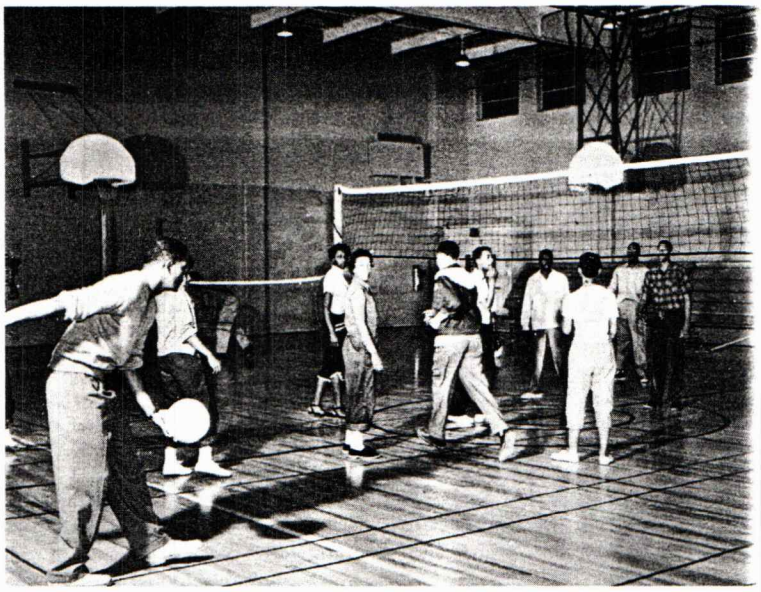
Multipurpose rooms were used 953 times last year by community groups, thus integrating the schools into community life. This typical multipurpose room at Barrett School is used for community meetings, adult education programs and a teenage recreational program. The flexible use of such a room increases its value to the entire community.

OTHER FACILITIES

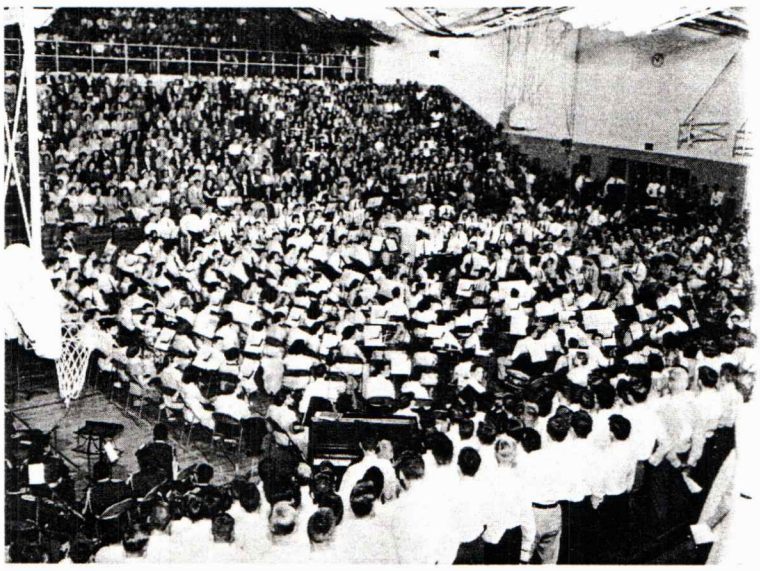
Community use of other school facilities during the school year 1952-53 includes: cafeterias—37 times, auditoriums—104 times, kitchens—10 times, classrooms—2,904 times and school grounds (County Recreation Program) 1,335 times.

RENTAL POLICY

School Board policy in regard to the rental of school buildings is outlined in the chart which follows:



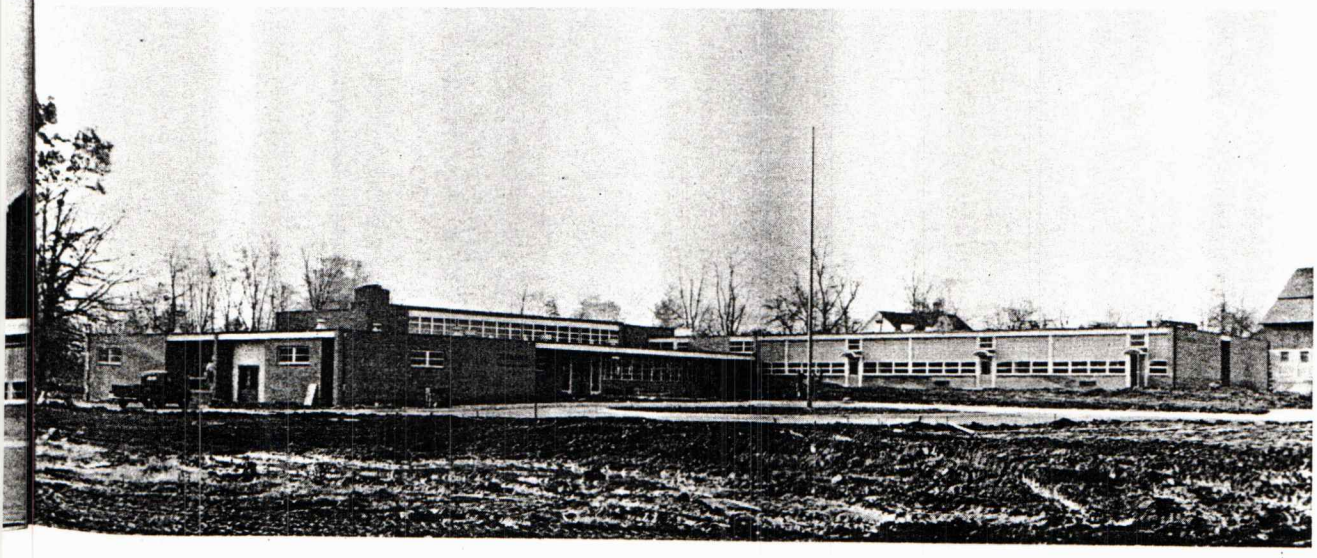
Gymnasiums were used 462 evenings during the 1952-53 school year for county recreation groups and other activities. This group using the new Hoffman-Boston gym is sponsored by the County Recreation Department.



The new Washington-Lee High School gymnasium (seating capacity—3,800) is the only large meeting place in Arlington.

ARCHITECT: McLeod and Ferrara

CONTRACTOR: Certified Builders



TUCKAHOE, 1953
14 Classrooms
Multipurpose Room
Kitchen
Offices
Library
Teachers Room
Clinic

ARLINGTON COUNTY PUBLIC SCHOOLS
RENTAL OF BUILDINGS
REVISION OF RATES

Type of Organization	Large Auditoriums		Multipurpose Rooms		Cafeterias		Gymnasiums		Classrooms
	Rental	Rehearsal	Rental	Rehearsal	Cafeteria Only	With Kitchen	Wash-Lee Wakefield	All Others	Classrooms Only (1)
A. Profit Political and Out of County Groups	Wash-Lee Wakefield $100 All Others $ 50	Wash-Lee Wakefield $25 $15	$25	$15	Large $25 Small $15	Large $100 Small $50 Plus Staff	$150	$60	$5
B. Religious Activities*	Wash-Lee Wakefield $ 35 All Others $ 25	Wash-Lee Wakefield $15 $10	$15	$ 6	Large $25 Small $15	Large $ 50 Small $25 Plus Staff	$150	$25	$2.50 Over 3 - $1.00
C. Civic Organizations and Youth Activities**	Wash-Lee Wakefield $ 25 All Others $ 15	$ 5	$ 6	$ 6	Large $25 Small $15	Large $ 50 Small $25 Plus Staff	$ 75	$25	$2.00 Over 3 - $1.00

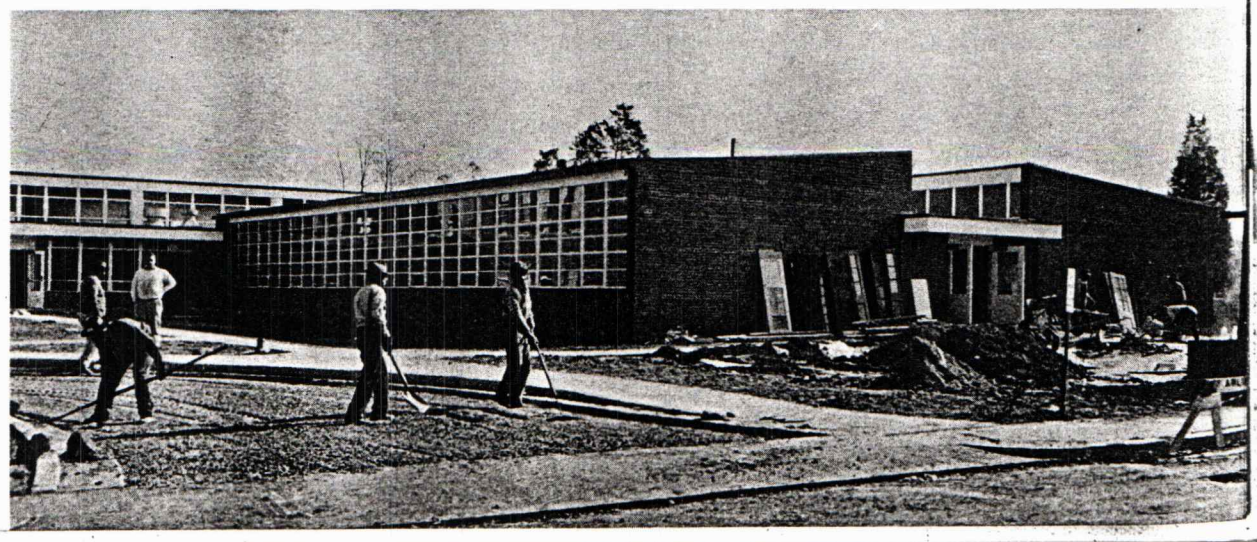
Auditorium Capacity		M.P. Room Capacities 400		Large	Small	Wash-Lee	
1. Wash-Lee	1127	1. Abingdon	11. Jamestown	1. Wash-Lee	All Others	Bleachers 2600	1. Swanson
2. Wakefield	1000	2. Barcroft	12. McKinley	2. Wakefield			2. T. Jefferson
3. Jefferson	671	3. Barrett	13. Nottingham	3. Stratford		Folding Chairs 2000	3. Stratford
4. Swanson	670	4. Cherrydale	14. Oakridge				4. D. Madison
5. Stratford	512	5. Glencarlyn	15. Page				5. H. Boston
6. Hoffman-Boston	450	6. Jackson	16. Reed				6. Wakefield (Girls)
		7. Kemper	17. Taylor				
		8. Langston	18. Tuckahoe				
		9. Claremont	19. Wash-Lee				
		10. Fillmore (150)	20. Wilson				
			21. Yorktown				

* Classroom rate $1.00 when used in conjunction with auditorium.
** Youth groups may rent building free for one hour after close of school.

ARCHITECT: McLeod and Ferrara

CONTRACTOR: Certified Builders

BARCROFT ADDITION, 1953
6 Classrooms
Multipurpose Room
Kitchen
Renovated:
Teachers Room
Clinic
Students Activity Room
Heating System



ARLINGTON COUNTY SCHOOL DIRECTORY

SCHOOL BOARD MEMBERS

Mrs. Edmund D. Campbell	(1952-1955)	2912 North Glebe Road
Mr. Warren Cox	(1952-1955)	2808 South Ives Street
Dr. E. R. Draheim	(1950-1953)	105 South Aberdeen Street
Dr. Barnard Joy	(1952-1955)	1718 North Hartford Street
Dr. Curtis E. Tuthill	(1950-1953)	5612 24th Street North

ADMINISTRATIVE STAFF

T. Edward Rutter	Supt. of Schools
C. Glen Hass	Associate Supt.
Edward J. Braun	Assistant Supt.
Charles J. Walsh	Assistant Supt.
M. Leigh Rooke	Admin. Asst. to Supt.
Stanley V. Smith	Research
Della Brown	Community Relations
James D. Mahoney	Purchasing
Joan Wilhelm	School Lunch Program
Claire A. Christman, M.D.	Director, School Health
Thomas Pumphrey, D.D.S.	School Dentist
Thomas B. Netting	Buildings and Grounds
J. Albert Smith, Jr.	Construction

DIVISION OF INSTRUCTION STAFF

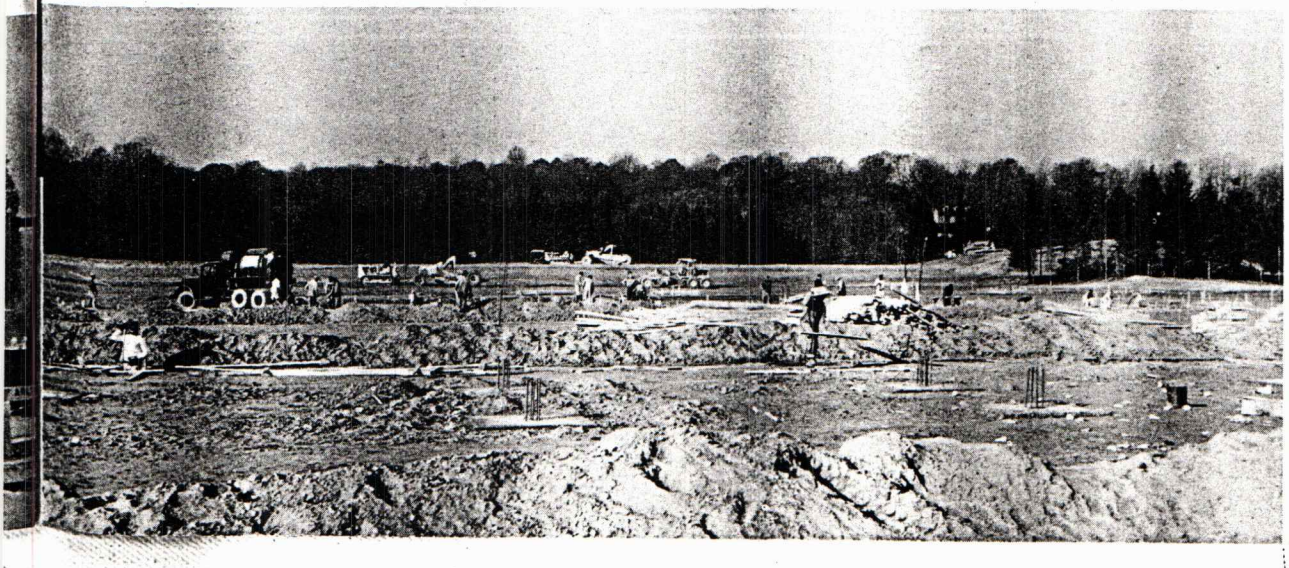
Dorothy Allinger	Asst. Psychologist
Cletus A. Cole	School Psychologist
Kathryn Cook	Guidance
Edwina Deans	Elementary
Katherine Conafay	Home Economics
C. Glen Hass	Assoc. Supt.
Joseph B. Johnson	Teaching Materials Center
Zelda Kosh	Speech Education
John R. LeFevre	Health & Phys. Education
Delphine Patton	Asst. Psychologist
Donald F. Peters	Vocational
Claudia Pitts	Elementary
W. W. Rich	Junior High
Ethel Thompson	Elementary
Evelyn Thornton	Libraries

Administration Office	1426 North Quincy Street
School Health Department	1800 North Edison Street
Transportation Department	4315 South 29th Street
University Center	1312 North Quincy Street

School	Address	Principal	Year Built	Most Recent Renovation and/or Addition
Abingdon	3035 South Abingdon Street	Corinne Jeffries	1950	None
Barcroft	625 South Wakefield Street	Irene Noey	1924	1953
Barrett	4401 North Henderson Road	John M. Kiernan	1939	1950
Brandon	2300 Shirley Memorial Highway	Vaughn H. Duffield	1945	1953
Cherrydale	3710 Lee Highway	John L. Palmer	1917	1951
Claremont	4700 South Chesterfield Road	Levin B. Hanigan	1952	None
Clay	3011 North 7th Street	Mary Smith	1917	1931
Custis	712 South 23rd Street	Meta Saffelle	1928	1931
Drew	25th and South Lincoln Street	Richard P. Moultrie	1924	1953
Edison	1801 North Edison Street	Grace Hall	1953	None
Fairlington	3308 South Stafford Street	Lillian Lambert	1944	1952
Fillmore	33 North Fillmore Street	Mary Smith	1953	None
Glencaryln	200 S. Carlyn Springs Road	Irene Noey	1950	None
Henry	700 S. Walter Reed Drive	Mae B. Van Meter	1925	1953
Hoffman Boston Elementary	1520 South 14th Street	George M. Richardson	1951	None
Hoffman Boston High	1415 South Queen Street	George M. Richardson	1916	1953
Hume	1801 South Arlington Ridge Road	J. Richard Derrickson	1895	1951
Jackson	855 North Edison Street	Lillie Massoletti	1926	1952
Jamestown	3700 North Delaware Street	James W. Tyler	1953	None
Jefferson Junior High	816 S. Walter Reed Drive	C. C. Cone	1938	1953
Kemper	2035 South Lincoln Street	Richard P. Moultrie	1951	None
Langston	4854 Lee Highway	Elizabeth Hill	1925	1953
Lee	5722 Lee Highway	James R. Albert	1926	1951
Madison	3829 North Stafford Street	James W. Tyler	1937	1952
Marshall	4751 North 25th Street	Grace Hall	1926	1952
Marshall Annex	4761 N. Old Dominion Drive		1950	None
Maury	3550 Wilson Boulevard	Rose Koury	1910	1953
McKinley	1030 North McKinley Boulevard	Olivia Elder	1951	None
Monroe	2300 Key Boulevard	William D. Havens	1926	1953
Nottingham	5900 Little Falls Road	Herbert H. Shelly	1952	None
Oakridge	1414 South 24th Street	J. Richard Derrickson	1950	None
Page	1501 North Lincoln Street	Clara Coffman	1953	None
Pickett	2112 South 12th Street	Marion E. Taylor	1944	None
Randolph	14th and South Quincy Street	Marion E. Taylor	1947	1950
Reed	1644 North McKinley Road	William R. McNeill	1938	1949
Shirley	2803 South Meade Street	J. Richard Derrickson	1944	None
Stewart	2400 North Underwood Street	Gertrude Smith	1938	1950
Stratford Junior High	4100 North Vacation Lane	C. M. Richmond	1950	None
Swanson Junior High	5800 Washington Boulevard	Lena M. Wolfe	1939	1953
Taylor	2600 North Stuart Street	Patty F. Hales	1953	None
Tuckahoe	6550 North 26th Street	Gertrude Smith	1953	None
Wakefield Junior Senior High	4901 South Chesterfield Road	Harold M. Wilson	1953	None
Washington Lee High	1300 North Quincy Street	Jerry J. Gerich	1924	1952
Wilson	1601 Wilson Boulevard	Florence Gravatte	1910	1920
Woodlawn	4720 North 16th Street	Rose Koury	1940	1948
Woodmont	2422 North Fillmore Street	Florence Gravatte	1926	1951
Yorktown	5201 28th Street North	James R. Albert	1950	None
Administration Building	1426 North Quincy Street		1951	None

ARCHITECT: Rhees Burket

CONTRACTOR: Skinker and Garrett



WILLIAMSBURG JUNIOR HIGH SCHOOL

41 Classrooms
Gymnasium
Shops
Library
Auditorium
Cafeteria
Kitchen
Offices
Teachers Room
Clinic

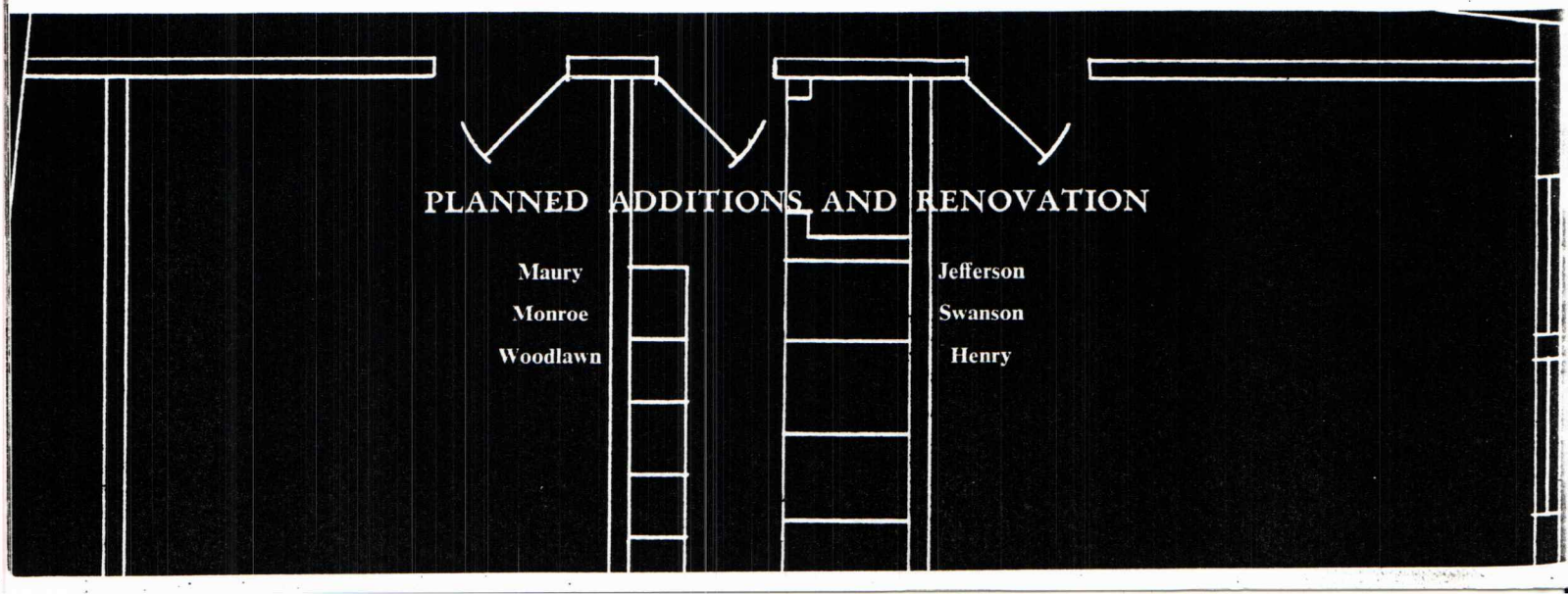
RECEIPTS, EXPENDITURES & BALANCES
SCHOOL OPERATING FUND

RECEIPTS:	1950-51	1951-52	1952-53
From State Funds	$ 714,798.15	$ 824,876.16	$ 970,243.20
From Federal Government	252,081.88	383,321.00	532,231.62
From Local Taxes	2,772,161.13	3,666,825.42	4,595,359.89
From Tuition	17,217.15	8,186.83	16,486.54
From Rents and Rebates	26,967.81	21,069.45	38,939.18
Transfers from Other Funds	11,780.00		
Miscellaneous	19,222.50	20,705.65	20,544.40
Adjusted Balance Brought Forward	282,295.10	64,381.79	116,866.57
Total Receipts and Balances	$4,096,523.72	$4,989,366.30	$6,290,671.40
EXPENDITURES:			
Administration	$ 104,033.59	$ 120,030.84	$ 186,247.07
Supervision	83,756.56	106,045.48	149,272.02
Principals	150,236.64	167,233.61	198,383.12
Teachers	2,030,607.04	2,575,299.96	3,048,225.63
Other Instructional Costs	246,758.56	294,017.45	441,225.09
Medical Services	76,503.43	91,527.08	107,184.72
Other Coordinate Activities	8,535.95	9,820.90	
Transportation	83,664.65	103,427.14	120,038.95
Other Auxiliary Agencies	7,634.49	6,636.11	14,227.81
School Plant Operation	272,583.66	385,508.50	469,550.38
School Plant Maintenance	167,602.81	229,343.86	295,630.70
Fixed Charges (Ins. & Rent)	50,911.34	39,614.91	54,667.40
Capital Outlay	299,728.89	264,055.83	120,349.18
Debt Service	447,467.50	472,469.04	536,293.56
TOTAL EXPENDITURES:	$4,030,025.11	$4,865,030.71	$5,741,295.63
BALANCE CARRIED FORWARD:	$ 66,498.61	$ 124,335.59	$ 549,375.77

RECEIPTS, EXPENDITURES & BALANCES
SCHOOL CONSTRUCTION FUND

RECEIPTS:	1951-52	1952-53
From State (HB 96)	$ 419,516.56	$ 599,327.03
From Federal Government		533,500.00
From Sale of Bonds	2,375,000.00	3,500,000.00
From Sale of Land to Recreation Dept.		169,904.00
Adjusted Balance Brought Forward	1,237,797.50	352,448.13
Total Receipts and Balance	$4,032,314.06	$5,155,179.16
EXPENDITURES:		
Architects Fees	$ 275,660.72	$ 301,905.07
Purchase of Land	448,253.30	512,721.18
New Buildings	2,796,273.72	4,251,790.34
Alterations to Old Bldgs.	33,128.54	218,995.73
Equipment	75,530.11	152,162.76
Other Capital Outlay	91,689.28	54,523.04
Improvement to Sites		2,030.00
Total Expenditures:	3,720,535.67	5,494,128.12
Balance Carried Forward:	$ 311,778.39	($ 338,948.96)

INDEBTEDNESS AT CLOSE OF YEAR:	1949-50	1950-51	1951-52	1952-53
Literary Fund Loan	$ 488,825	$ 457,800	$ 431,200	$ 410,450
Bonds	4,923,216	6,910,032	9,031,848	12,233,664
TOTAL INDEBTEDNESS:	$ 5,412,041	$ 7,367,832	$ 9,463,048	$12,644,114



QUESTIONS FREQUENTLY ASKED

1. How are building needs determined? See pages 4-7
2. What schools have been built? See bottom of pages 4-27
3. Who plans our school buildings? See pages 8-9
4. How are our school buildings financed? See pages 15-16
5. What factors are involved in the selection of school sites? See page 17
6. What provisions are made for adult and community use of school buildings? See pages 25-26
7. Do adults and community groups use our school buildings? See Page 25
8. Why build one-story schools when it cost less to build a two-story house than a one-story house? See page 14
9. What are some of the advantages of a one-story school? See page 14
10. What is the purpose of taking and maintaining a continuous school census? See page 6
11. How much money do we have for school buildings? See pages 15-16
12. How do we determine future pupil enrollments? See page 6
13. Have we over estimated our projected pupil enrollments? See page 7
14. What are the advantages of the multipurpose room in an elementary school? See page 23
15. Why do we build larger primary classrooms than were formerly built? See page 21
16. Are our school buildings designed and constructed so as to provide for future extensions or enlargements? See page 14
17. How do our new buildings contribute to the development of fundamental skills? See page 22
18. Are there State and County mandatory minimum requirements for school construction? See pages 10, 13, 17, and 19
19. Are we neglecting our older school buildings? See page 14
20. How much does it cost a community organization to rent a school building? See page 26
21. How many classrooms have been built during the past five years? See page 6
22. What procedure is used to select and purchase equipment for our schools? See page 12

THE TEACHING STAFF

	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53
Number of Teachers	367	423	498	618	652	728.5
Pupils per Teacher*	31.1	31.8	29.0	26.0	26.3	26.0
Average Teacher's Salary	$3,087.11	$3,397.89	$3,173.63	$3,213.97	$3,796.14	$3,845.96
Non-degree Teachers	65	74	77	66	62	34
Average Years Experience	11.2	11.2	11.4	10.2	9.2	9.2
Bachelors Degree	251	300	359	412	457	526.5
Masters Degree	51	49	62	103	133	168

*Pupils in average daily enrollment.